

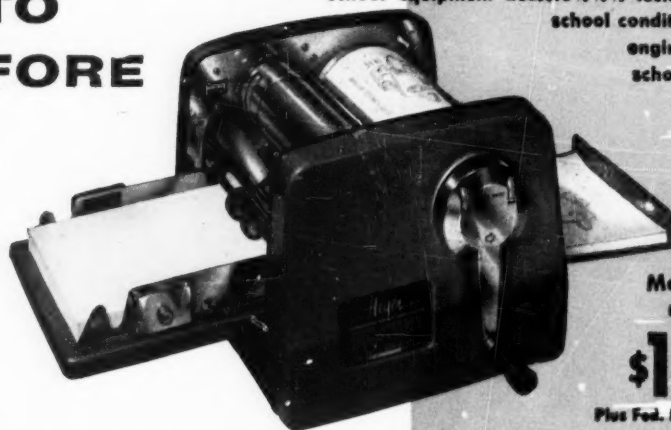
The School Executive

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SEPTEMBER 1953

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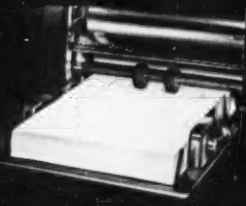
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SEPTEMBER 1953

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Preview for October

I AM PROUD to tell you that Dr. H. L. Caswell, Dean of Teachers College, Columbia University, is the author of the October Green Sheet. His subject is moral and religious teaching in the public schools.

The Planning Section will be outstanding also. W. W. Caudill, famous school architect, and his associates describe in word and picture the meaning of form in school architecture. They have interpreted the mysteries of school design so that "he who runs may read."



"Too many students, not enough time or money." It is a familiar story, but in Corpus Christi, Texas, the situation was further complicated by immediate need at the junior high level and future overcrowding of the elementary schools. The solution was portable classrooms.



The story of this unusual development in school plant planning is told in *Schools in Action*. Also on the bill of fare are articles dealing with programs for children with exceptional learning difficulties, the pro's and con's of pay-in-advance sinking funds, and typewriter replacement.

And, of course, there will be news, editorials, and the special features. I believe you will agree that the issue is one of our best.

Sincerely,
Walter D. Cocking, Editor

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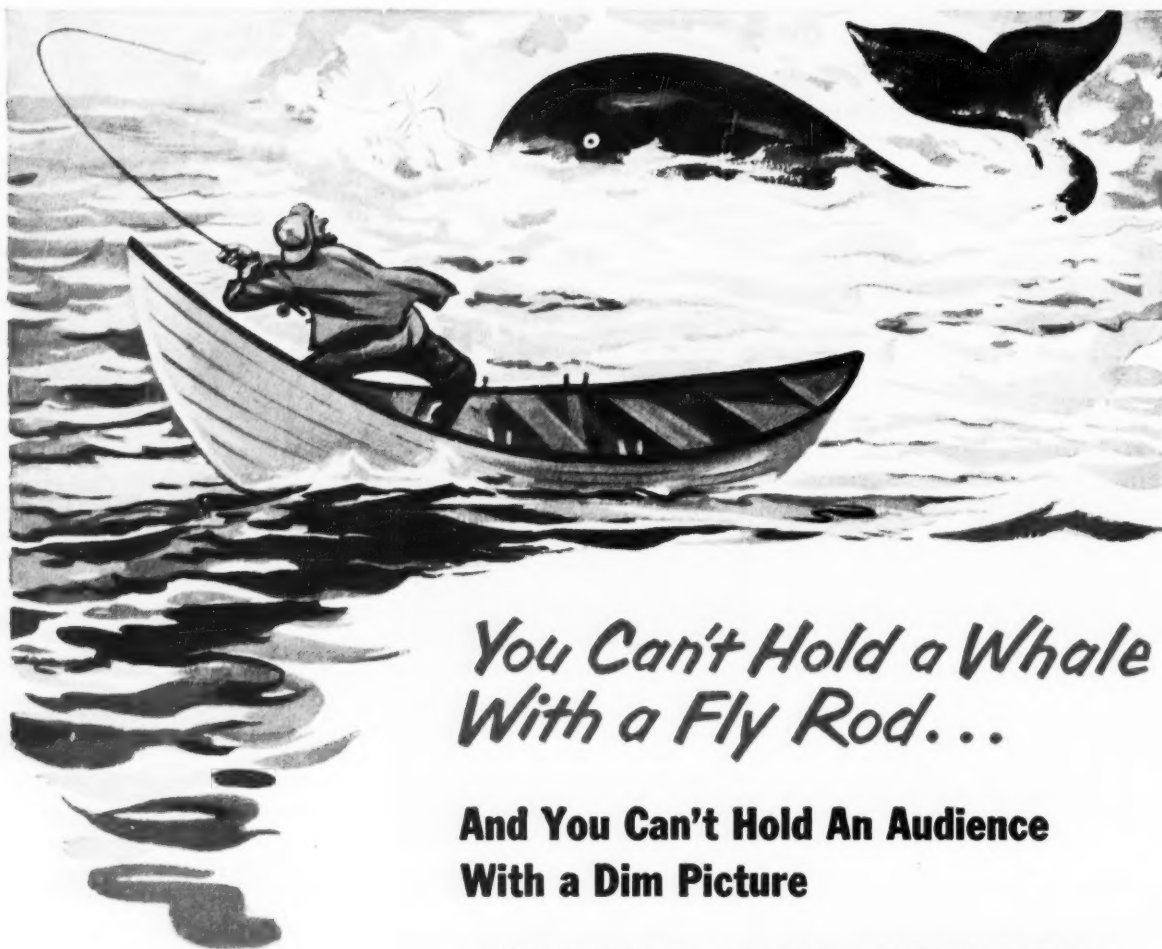
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By Walter D. Cocking

The Administrator's Opportunity

ONE OF THE REALLY wonderful phenomena in America is the constantly recurring opportunity for human endeavor to manifest itself. People in many lands have little if any chance to do what they want to improve their own lot or that of others. In America, it is one of our most precious freedoms. To school administrators each succeeding year brings anew the opportunity for fruitful accomplishment.

To what pursuits shall administrators in this school year set themselves? So many things need to be done that wise choices must be made. Will administrators select the easy, the obvious, the relatively unimportant? Or will they choose the vital yet difficult undertakings as the strategic tasks they will embrace in 1953-54? Let's take a look at some problems which are common to most school districts, and which in my judgment are among the important ones which need real attention.

AS I SEE IT, every community in America needs to establish better relations among people. As the primary material with which schools deal is people, it should be expected that school leadership would exert itself with this problem.

The ways people get along together seem to be closely associated with understanding one another. Most of our pet peeves at other people are based on superficial and often fallacious information. We do not really know people, and hence cannot appreciate why they think and act as they do. Equally they do not know us and therefore have as little charity toward us as we manifest toward them.

The good school administrator will create increasing opportunities so that children, youth, and grown folks in his community will come to know one another and come to know him and his immediate associates. He will demonstrate that he likes people, and they in turn will like him. Countless opportunities can be found to bring people together so that they may really come to understand one another. Here is a task worth working at. Getting along together is the world's Number One problem in 1953. It may well be that many other problems that school administrators face will tend to solve themselves if they are successful in developing better relations among people.

A better educational program is needed in every American community. School administrators can do

much to solve this problem. It cannot be delegated largely to someone else. The administrator must give it his personal attention. He must devote his best efforts toward its improvement. Far too many administrators permit themselves to become so involved in other problems and jobs not nearly so important that they do not have time or energy to devote to the educational program.

I am sure that if every administrator in the country would seriously concern himself this coming year with the school program of his community much improvement would take place. Its importance is so vast that no administrator can afford to slight it. If administrators by their actions demonstrate their beliefs regarding the fundamental importance of improving the schools' program, citizens and teachers will, I am sure, also give it increasing attention.

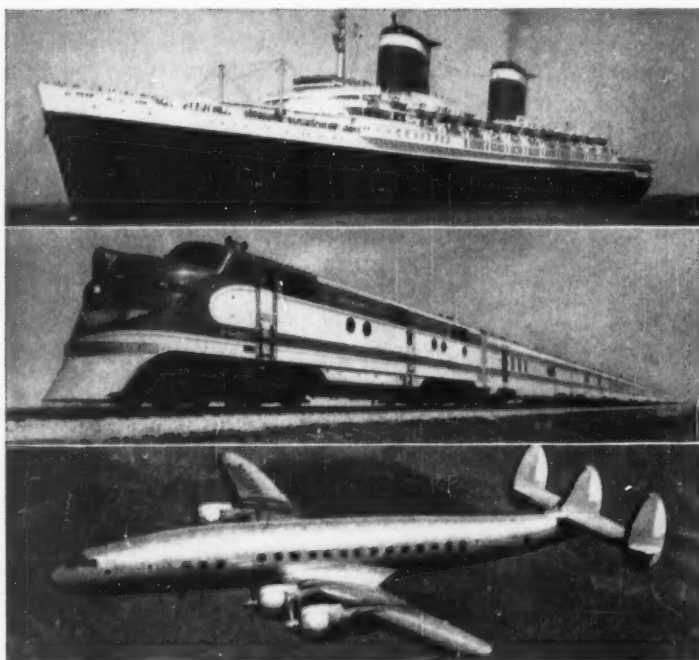
An administrator the other day apologized to me for being late for a meeting I was conducting. He explained that he had to assist in a community enterprise which sought to improve the water supply. An apology *would* have been in order if he had been too busy to take part in such a community enterprise.

MANY opportunities will present themselves this year whereby administrators can contribute to projects which seek to improve their communities. Let's hope that administrators generally will grasp them and use their abilities to make their communities better places in which to live. Maybe a better community is the chief business of schools anyway. As I see it, the people of a community have the right to expect that their school leader will be able and will want to help in all activities concerned with community betterment. There is no place for a school administrator in an ivory tower.

These, then, are three illustrations of opportunities which I hope school administrators in thousands of communities will grasp during the coming year. Among the hundreds of activities in which administrators may engage, let's hope that they choose those which make a difference in the lives of people. **Most people are busy,** but the distinguishing characteristic of the leader is his ability to select those things which are *really* important.

The task of the school administrator is so important to the well-being of his community, and to America, that he cannot afford to waste his energy on the relatively unimportant jobs.

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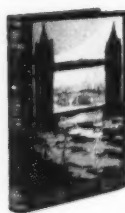
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KEYNOTES

comments on the educational scene

Lee M. Thurston

THE APPOINTMENT of Lee M. Thurston as United States Commissioner of Education will be welcomed by all friends of public schools. Dr. Thurston's record at local, state, and university posts as well as his work on many important commissions have demonstrated his belief in and zealous action for better schools. He takes over his post at a time when the morale of the Office of Education is at low ebb due to decreased appropriations and the dismissal of many efficient people from its staff. There is reason to believe that the prestige of the Office will be rebuilt and increased under Thurston's leadership.

THE SCHOOL EXECUTIVE expresses its confidence in Dr. Thurston, and urges the friends of education to rally behind him.

Shall We Burn the Barns?

A SPEECH made a few months ago by Admiral Ben Morrell, Chairman of the Board of Jones and Laughlin Steel Corporation, has been printed as a pamphlet entitled *To Communism—Via Majority Vote* and widely circulated. Excerpts quoted in many newspapers across the country include the following significant statements:

"I believe that communism is an evil thing *every trace of which should be rooted out of American life.* . . .

"Let's examine the communist platform . . . This startling fact cannot be denied: since Marx initiated his doctrine slightly more than one hundred years ago we Americans have adopted in varying degrees practically the entire program."

A portion of the first sentence quoted above is italicized here because of its implications. Practically every American will agree that communism is an evil thing, but let us look at the implications of rooting out every trace of the *Communist Manifesto* from American life. By way of illustration, two planks in the communist platform quoted in the article are "a heavy progressive or graduated income tax" and "free education for all children in public schools."

What would happen to America if we were to abolish the progressive income tax or public education? Could any steps be taken which would more certainly result in the destruction of our democracy?

Should we conclude that because Marx and Engels happened to develop certain ideas one hundred years ago those ideas are inherently bad and should be eliminated, or should we weigh all ideas on their merits and attempt to determine what is best for America? Does

not the Admiral know that the idea of free public schools is an idea that was generally accepted in America long before the *Communist Manifesto* was issued and that we have gone to great lengths to safeguard these schools against the possibility of "government monopoly control of the minds and bodies of children"?

We can always get rid of many of the rats by burning down the barns, but must we burn the barns in order to accomplish this objective?

EDGAR L. MORPHET, *Professor of Education, University of California, Berkeley*

Improving the Community

IS YOUR SCHOOL PROGRAM pointed directly at the task of making your community a better place in which to live? Or do you simply hope that someday, or somehow, whatever your school does will make a better community?

These questions must be faced by every school administrator. The time has gone when a community can afford to rely on the school's program of yesterday, regardless of how good it was then. No longer can a community afford to wait twenty-five years to discover the quality of today's school. There must be evidence now that it has a good and necessary program.

The quality of that program can be found in the extent to which it is helping to develop better people, better natural and physical resources, and better community organizations.

What is the score for your school system?

Citizens Committees

DO YOU HAVE a permanent and continuing citizens committee in your community? Is it representative of all the people in the community? Does it work with the superintendent of schools and the school board? Does it recognize the board as the agent which has the legal responsibility to translate the will of the community into action?

If the answer to these questions in your community is "yes," you and your community are to be congratulated. If the answer is "no," then there is an important task of leadership confronting you.

Representative citizens committees have demonstrated their value. They certainly help to obtain better schools. Many of the public relations problems faced by many school administrators will disappear when good citizens

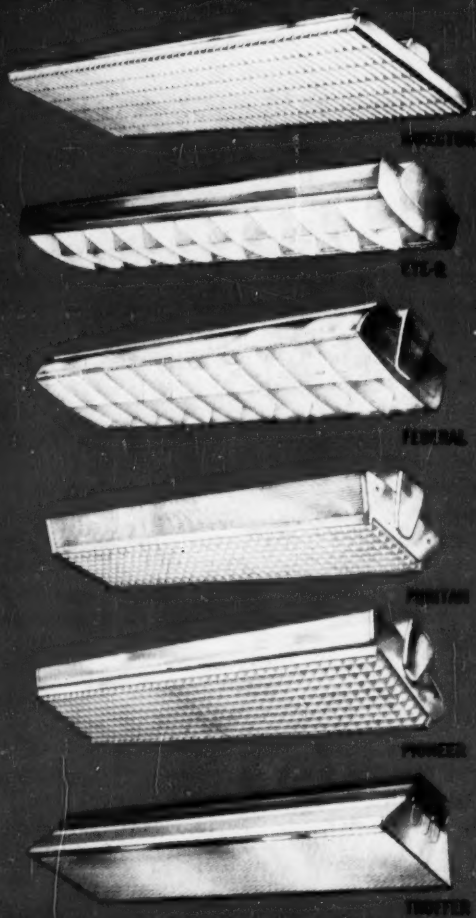
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committees work on various phases of the program in an effort to improve them.

Never forget, the schools belong to the people.

Planning School Buildings

IN THE CURRENT PROGRAMS of school plant construction in progress in all sections of the country, the weakest aspect is that of educational planning. Relatively little time and effort are devoted to this phase. Most of us are not very competent either.

The task is to determine the character and type of program which will be needed by those who are to use the building. Guess-work should be eliminated. Leaving it to the architect is unfair and impossible. The members of the professional school staff are the best technicians a community has for this job. However, they need time and facilities if a good job is to be done.

The great waste in connection with school plants is the lack of an adequate educational program. We must give it more attention. Careful study and research are required.

Pupils' Marks

THE TRADITIONAL PASTIME of expressing teacher reactions to pupils through giving them marks or grades continues. These marks are copied into the permanent record books of the school and are also usually sent to the parents for their information.

The theory of giving marks is sound, it seems to us. The difficulty lies in the inadequacy of the evaluating system which determines the mark. Primarily a teacher's evaluation of a pupil is subjective regardless of the kinds or number of subjective measurement instruments used. Marks also seem to indicate a relationship between the judge—the teacher—and the one being judged—the pupil. There is no doubt that many persons and many conditions affect the mark a pupil receives. Yet the pupil bears the responsibility as judged by the mark.

Can't teachers and administrators find a more efficient way to measure pupil success? There is little that is good in the present process.

The Ownership of Land

AMERICA has had and will again have its "back to the land" movements. The majority of our youth, however, know little about how to use land so that it will serve its owner well. They know little about the acquisition of land, the search for title, the character of the deed and the registry of ownership.

We live in an economy that is built around property and its rights, with emphasis upon ownership by individuals. The 4-H clubs and similar organizations have encouraged the acquisition and development of farm and forest lands. The gains from such stimulating enterprises are denied the youth in village and urban schools.

This is a plea for "Acre-Clubs" in our high schools.

Students may become members by buying an acre of land and by putting it to constructive use. Of course, many would have to buy on time. Here's where local banks could play their useful part. Cheap land should be purchased—land which will rise in value because of what the student does to it. The acre might become an "acre fish pond," an acre of forest land, an orchard acre or a truck garden acre. Millions of America's acres lie idle and can be purchased for "a song" or two.

Let our youth know their land by owning it and using it. American youth love the land and rightly so. Whether it is swamp or forest, somehow it exudes freedom and spells opportunity.

The "Acre-Club" may start in a small way. It can be tied in with the regular curriculum. It offers experience, encourages initiative, creates a center of interest. It makes for analyses of local resources and local needs and develops business sense. Last but not least, it gives youth a sense of community participation and helps in the building of good citizens.

Some readers will say—a fantastic idea! Others will try it out and will find that it works. The strength of America lies in the constructive use of all of its acreage and especially in giving every man the chance to help in its nurture and development.

The New Teacher

UNDOUBTEDLY MOST SCHOOL SYSTEMS, large and small, have some teachers who are "new" this year. What are you doing to make these people feel at home and to have a sense of belonging?

Many school systems have a wide variety of activities. They vary all the way from helping the new teacher find a place to live to friendly assistance in planning the technical details of his work. A little thought on the subject will develop many things—most of them small but personal—which help the teacher to feel happy that he is a member of your organization. The word "contented" applies to people as well as to cows.

Otho F. Ball

DR. OTHO F. BALL, 78, President of the Modern Hospital Publishing Company, died July 19, 1953. Dr. Ball was founder and owner of *The Nation's Schools*, and his vision and energy have contributed much to make this publication of great service to school administrators.

Dr. Ball was a physician, and his primary interest throughout his life was the advancement of medicine and its facilities. He published *Modern Hospital* beginning in 1913 and a yearbook now known as *Hospital Purchasing File*. Also, in 1946 he started *College and University Business*, a magazine primarily for college business administrators.

Dr. Ball's life was rich and full. He was a good businessman and an ethical publisher. We of THE SCHOOL EXECUTIVE knew him as an excellent competitor. We join with his many friends in regretting his death. THE SCHOOL EXECUTIVE expresses its sincere sympathy to the members of his family.

LETTERS

to the editor

Rx: SCHOOL EXECUTIVE for German Education Students

TO THE EDITOR: I am in Frankfurt and having a rather interesting time. I have no ideas of having any influ-

ence on German education, but had the selfish motive of getting some education myself.

Here in Frankfurt is an outfit that may possibly have some promise. It is the Hochschule fur Internationale

Padagogische Forschung (which means Institute for International Education Research.) I believe that there is a chance for this group to get German education to the place where they will look at facts and not tradition.

They have just gotten two men in "Educational Administration." I have been working with them and believe they have potentiality, but in their concepts they are about where we were in 1900. However, I have hopes for them.

I am going to be a beggar and ask if it is possible to send THE SCHOOL EXECUTIVE over here to give them some idea of what educational administration is.

WILLIAM E. ARNOLD, Director
Educational Service Bureau
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Author Reports "Beavers" Still Working for School

TO THE EDITOR: The copies of the August issue of THE SCHOOL EXECUTIVE have been received, and indeed I was pleased with your treatment of my little article [A Course in Small Community Living.] The disgruntled beaver was very effective. (Most of us have felt just that way on occasion!)

The Sesquicentennial Special of Township Topics gives the latest on the local beavers. All proceeds from the Sesquicentennial Pageant will be turned over to the school. In this way the past is being made to serve the future in a very direct fashion.

MARGERY WELLS STEER
North Lima, Ohio

School Appreciates Recognition for Program Improvement

TO THE EDITOR: I am writing to express my appreciation to you for carrying my article, "Natchez Builds A Course Of Study" in the August issue of THE SCHOOL EXECUTIVE and for the fine presentation which it received.

I am sure that I express, too, the appreciation of the staff and the administration of the Natchez Public

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13



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LETTERS

Schools for the recognition of their efforts to improve their elementary school program.

LEO R. MILLER, *Head*
Department of Elementary
Education
Mississippi Southern College
Hattiesburg, Mississippi

Administrator Subscribes to Policy of Partnership

TO THE EDITOR: I read with great interest your article entitled "Wanted: Partnership in Education" in the May issue of THE SCHOOL EXECUTIVE.

If we could all subscribe to your point of view and thoroughly make education a partnership including administrators, teaching staff, and the public, many of the problems now facing public education throughout America would soon disappear.

J. GRAHAM SULLIVAN
Assistant Superintendent
Contra Costa Jr. College District
Martinez, California

Transfer Principals Often, Cut Provincialism—Hull

TO THE EDITOR: Your readers may be interested in a new policy we are instituting this year, after two years of discussion in principal's meetings.

We plan to create the position of Assistant Director of Instruction, to be filled each year by a different principal. Also, beginning this fall principals will be transferred every three to five years. This year nine of our twelve principals have new assignments.

In our opinion, this will do two things. It will develop the District point of view with the principals and help them to grow in professional competence, making them eligible for promotions within the system and for other jobs both within and outside of our district. It will tend to reduce the tendency for provincialism and strictly local point of view that are developed sometimes by principals who have long service in one attendance area.

J. H. HULL, *Superintendent*
Torrance Unified School District
Torrance, California

New!

Look what Powers has done to Modernize Control Valves

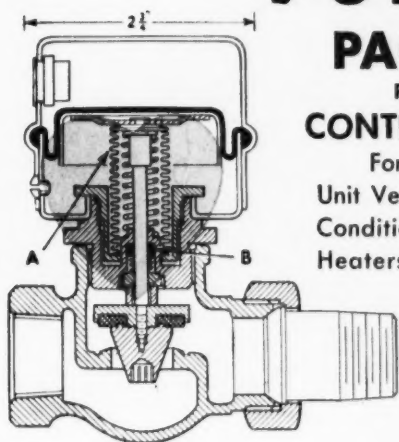
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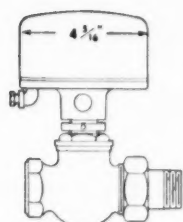


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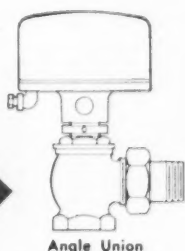
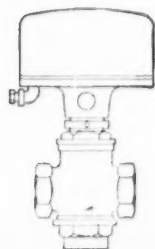
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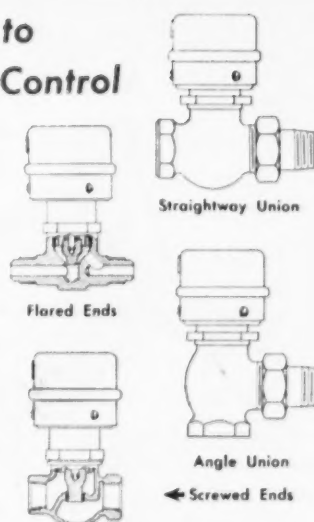
For utmost dependability and lowest cost maintenance specify control by Powers **PACKLESS** Valves.



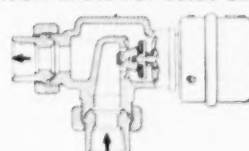
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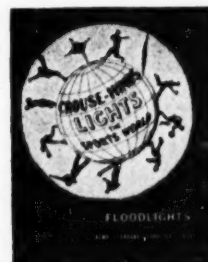


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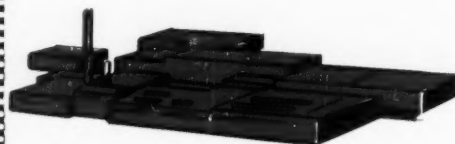


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Next Month:

Moral and Religious Teaching in the Schools

Group Dynamics for School Administrators

MAURICE F. SEAY

*Chairman, Department of Education
Professor of Educational Administration
The University of Chicago*

THE successful school administrator knows his "group dynamics"—but he probably hasn't called it that. He knows that a wide variety of groups in his community are becoming more and more interested in their schools. Frequently the interest is helpful and sympathetic; sometimes it is very critical. This administrator knows that today he must be a student of group interaction if his leadership is to continue to be effective. Specialists in group dynamics have reaffirmed the fact that a successful school program depends upon attitudes and actions of many groups in the community, as well as on the alignments and morale of the groups within the school system.

If this school administrator were asked to define "group dynamics," he might reply, "I'm not sure, but this term must mean that groups *are* dynamic; that they come and go, with and without warning. I work with one group or another every day, and I need to learn more about the principles back of group behavior." And his definition may be as good as any. Authorities in this field offer them reluctantly and do not always agree.

A more technical definition would emphasize the fact that groups have a life of their own; that they form, develop into working organizations, and disband when their work is accomplished; and that the way in which a group lives, or functions, influences all its members.

The term "group dynamics" is new. Like many scientific approaches to problems, this one was obscured by queer-sounding words—feedback, super-ego, role-playing, change-agent, structured and goal-directed. Thus, this significant study in social

psychology has sometimes been mistrusted and avoided by schoolmen.

Now, administrators who feel the need for understanding group action have dug beneath the terminology and are finding the "true gold." Some of the implications suggested below have been adapted from the writings of my colleague at the University of Chicago, Dr. Herbert A. Thelen, associate professor of educational psychology.

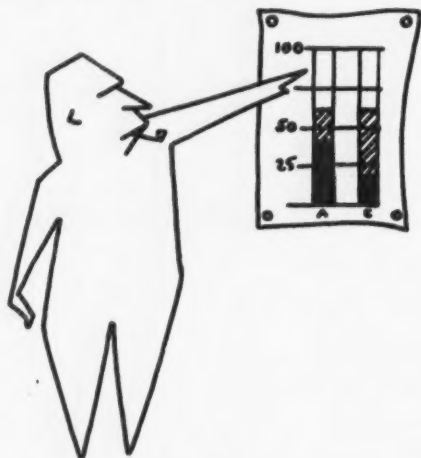
Group is Part of Larger Community

The educational administrator who works effectively with groups knows that, after all, a group is a part of the larger community. The persons who make up a group bring with them certain knowledge and attitudes which affect the behavior of the group. They may have orders or instructions from other groups in the community. Certainly they will have enthusiasms, prejudices, and loyalties built up out of their experiences in the larger community. These ideas, shared in different degrees by all members of the group, play a powerful role in shaping any group action.

In one community, for example, a committee had met several times to probe the possibilities of building a sorely needed elementary school. The atmosphere was pessimistic, and the superintendent was planning to let the next meeting be their last. Then the newspaper reported that a new industry was to be located in the town. At the next meeting the members were unanimously in favor of the new school and plans were started for building it.

In another town a local hero's statue had blocked Main Street traffic for four generations. Every

effort to move it was opposed because, as the townspeople said, "We like it there." But one determined mayor, after observing the enthusiasm that several clubs showed for beautifying the community park, announced in a speech before one of the clubs that the park ought to have a statue. Soon the statue of the local hero stood proudly in the park, and Main Street traffic flowed smoothly at last.



Work Toward Realistic Concrete Goal

The competent administrator knows that a realistic, concrete goal is of first importance to the success of any group. As a group meets to consider some need or to attack some problem, the members must feel that the matter before them is a real issue. They must believe that the job of solving the problem is worth while, challenging, and that their group is capable of working out a solution. Such an anticipated solution becomes a goal.

Usually a group works better when it has a specific and concrete rather than a broad, general goal. For that reason standing committees are usually less effective than temporary committees appointed to fill a special need. If a group must work toward a broad and distant goal, then it is particularly important to set up objectives to be accomplished along the way.

Consensus Versus Majority Vote

The administrator recognizes the advantage gained by arriving at an understanding of a goal through group consensus rather than majority vote. Effective group action obviously requires that all members feel committed to the same goal. If the procedure of voting is used to determine the goal, only the majority of the membership may be committed. The "defeated" minority may withdraw from active participation or may even oppose the efforts of the majority to achieve the goal.

Friction of this sort can be avoided by taking time to discuss the various descriptions of the goal that are offered by the members and to study the

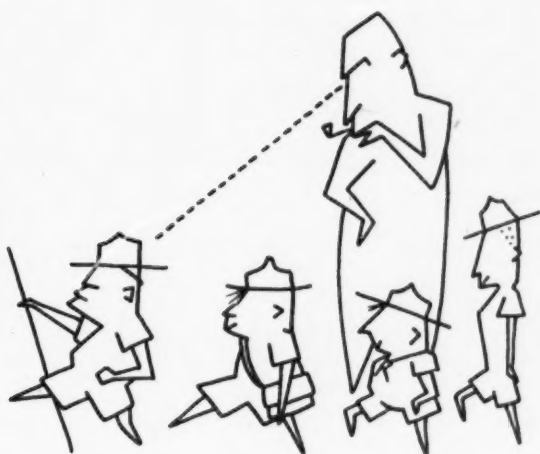
alternatives. This process should continue until one description stands out clearly as better than the others.

For example, a group of citizens who became indignant over the behavior of a teen-age crowd met with the school superintendent to "do something about the juvenile delinquency in this community." In their first meeting, questions were raised about the nature of the problem. The suggestions that were offered ranged all the way from a study of recreational opportunities in the school to a comprehensive survey of all youth-serving agencies of the city. Unfortunately, the approach to be adopted in studying the problem was decided by a vote. No second meeting was held. Dissatisfied members withdrew, complaining that the group was getting nowhere because the majority voted to start with a "small beginning." Additional objective discussion and investigation of the suggested courses might have produced a clear goal for the entire group, subject to change as information and understanding increased.

Persons Affected Share in Policy-Making

The school administrator who works successfully with his school staff and his community attempts to follow the principle that all who are concerned with the results of a policy should share in making the policy. He has learned, however, that he must qualify this principle—all should share in proportion to their capacity and their willingness to accept responsibility for the failure or success of the policy. Too frequently individuals and groups want to share in making a policy; but, if the policy fails, they blame the administrator. It is equally bad when individuals or groups fail to recognize that one person may have superior abilities for dealing with one problem and very little ability for dealing with another.

The importance of participation in policy-making was illustrated by a recent study of factors affecting teacher morale reported by Francis S. Chase in *Administrator's Notebook*, published by the Midwest Administration Center. Over two thousand teachers in forty-three states were asked about their opportunity to participate in three areas of policy-making—curriculum, pupil personnel, and teachers' salaries—and about their satisfaction or dissatisfaction with their school systems. Nearly two-thirds of the teachers who reported active participation in policy-making expressed enthusiasm for their school systems. On the other hand, only one-fourth of those who reported little or no opportunity to participate were enthusiastic about their systems. These and other findings of the study show that teachers who share in making the policies which concern their work are more enthusiastic and more effective than teachers whose work is directed by policies fixed by their administrators.



Use Leadership Wherever It Is Found

The successful administrator understands that leadership should be used wherever it is found. Group action depends on leadership. And groups seek leadership. The administrator must be on the alert to identify persons who can carry leadership responsibilities of groups assembled for specific purposes. He must allow the leader enough free time to perform the necessary duties and, most important, must give the leader his backing.

The person or persons, whether appointed or elected, who control the group process in the name of the group need to remember that another leadership often emerges from within the group as the process of work stimulates first one and then another member to contribute suggestions and to raise questions. The other members of the group recognize and encourage this multiple leadership. Thus a group of individuals is able to cooperate freely on a matter of common concern.

Help Leaders Function Effectively

The school administrator needs to know how to help leadership function effectively. The selection of leaders does not insure effective leadership. Sometimes a leader fails because he has the mistaken idea that exerting leadership is undemocratic, that it thwarts individual expression, or he may fear that the group will dislike him if he exercises any control over the meeting. On the other hand, the members of the group may resent leadership and then criticize a meeting because nothing was accomplished. Obviously, such confusion handicaps the leader and frustrates the efforts of the group.

The effective leader of a group knows and uses the accepted procedures for conducting a meeting, keeping attention focused upon the agenda and directing discussion so that each person, irrespective of his status, is free to speak and to be judged upon the merits of his comments or proposals.

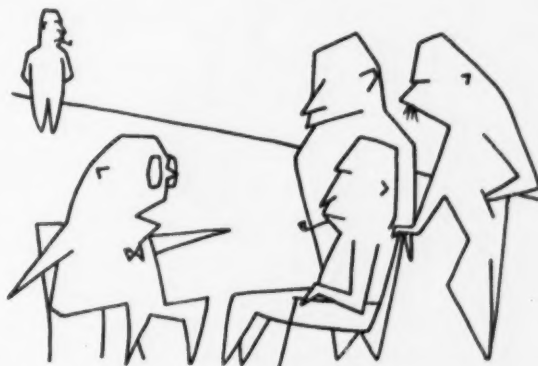
A leader controls group process in the name of the group; he does not lead or control the thinking

or the actions of individuals. Individuals in the group are free to think objectively and to contribute to the group discussions without fear that they, personally, are being evaluated.

Discover Common Rewards

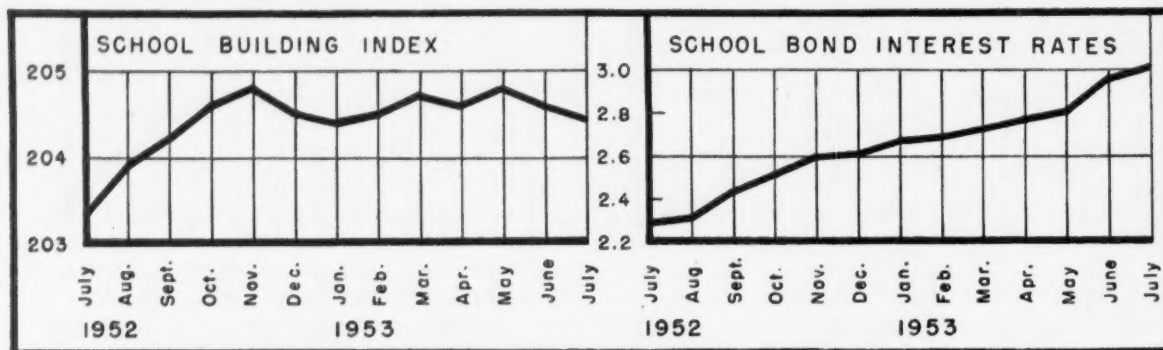
The alert administrator discovers the most common rewards which people seek from their membership in groups. Some join because they want friends; others, because they have a strong desire to exert influence or to dominate. Some people wish to test ideas by participating in a group which is working with a problem that permits experimentation. And many, of course, are a part of the group because they wish to help solve the problem which is under consideration. The administrator working with groups seeks to determine the real feeling of its members, to discover the rewards that are sought. With such information he can understand how best to work with the group.

The more successful groups require of their members only willingness and ability to work. Differences in points of view are helpful in discussion of a problem. Of course, a few persons stubbornly opposed to the views of the group can try the patience of everybody, but the group may be fortunate to have even these individuals among its members. Many a school-bond issue has been carried by getting the local economy block to work on the early planning committees. And frequently a revised curriculum is approved because the opponents met with enthusiastic study groups, came to understand the reasons for the changes, and shifted from opposition to support.



Study Yourself as a Member of a Group

These seven implications of group dynamics are only samples; many, many more have been found and used by alert schoolmen. The seven may, however, stimulate administrators to study the findings of our social psychologists and to prepare their own "working list." Undoubtedly, many will put at the top of their list: The school administrator should first study himself—himself as a member of some particular group.



School Building Costs and Bond Prices

HAROLD F. CLARK, *Economic Analyst, Teachers College, Columbia University*

THE index of school building prices declined slightly during July to 204.4. In June, the index was 204.6 (1939=100). There has been some further easing of building material prices. Building labor costs continue their relentless rise. The rate of this advance, however, has slowed down.

The total volume of construction remains much larger than anyone thought it would be a few month ago. Volume of construction during 1953 may set an all-time record. It looks as though the year will show well over a million houses built. Industrial construction may also break a record. The summer will probably show a new peak in the amount of school construction. All figures available indicate that it will remain unusually large. June probably set the new high on volume of school bonds issued and, in general, that would indicate large construction to follow for a good many months to come.

Some smaller types of construction have declined greatly in volume; consequently, small contractors are anxious to find jobs. This is leading, in some communities, to the closest bidding on school building in many years. The *total* volume is the figure to watch, however, because if it should start to decline substantially, building costs could take a fair-sized drop.

School Bond Interest Rates

The average interest rate on school bonds sold during June was 3.01 per cent—the highest in twenty years. For the first time in many years, a sizable number sold at more than 4 percent; a few approached 4½ percent.

A definite decision was made by the Federal Reserve System in the early winter to raise interest rates. Interest rates in general turned down again around the middle of June. The most surprising thing is that this did not show up in school bonds. Only one conclusion can be drawn: school people did not realize there had been some easing

of the bond market and did not take advantage of it. School bonds sold in July should have brought a somewhat lower interest than June issues.

It is fairly clear that the week to week fluctuations of bond prices will be controlled largely by the Federal Reserve Banks. Probably the average school board will do better to issue bonds when they need the money. If the board is in a position to get unusually competent advice, they might postpone an issue a few weeks or, in extreme cases, move it up. However, it is important to remember that even with the sharp rises that have occurred, school bond interest rates are still relatively low on a long term basis.

If we move into a market-controlled interest rate, bonds may carry even higher interest than now. If a substantial business slump develops and interest rates are artificially lowered, there is no rational basis on which to predict how low they might be pushed.

School Building Research

It becomes increasingly clear that little real research is going on in regard to school buildings. To illustrate, one school board will spend months or years trying to develop a temporary building. Another school board a few miles away, perhaps 50 or 100 other school boards over the United States, will also be struggling with the same problem. There is no satisfactory way for coordinating this research and making sure that what is learned is passed on to other schools.

What is more serious, there is no way to make sure that the things the various school systems are trying are the things that should be tried out.

Much the same thing is true of almost every other aspect of school buildings. The basic problem that remains to be solved is to find a more satisfactory way of continuing research to improve school buildings.

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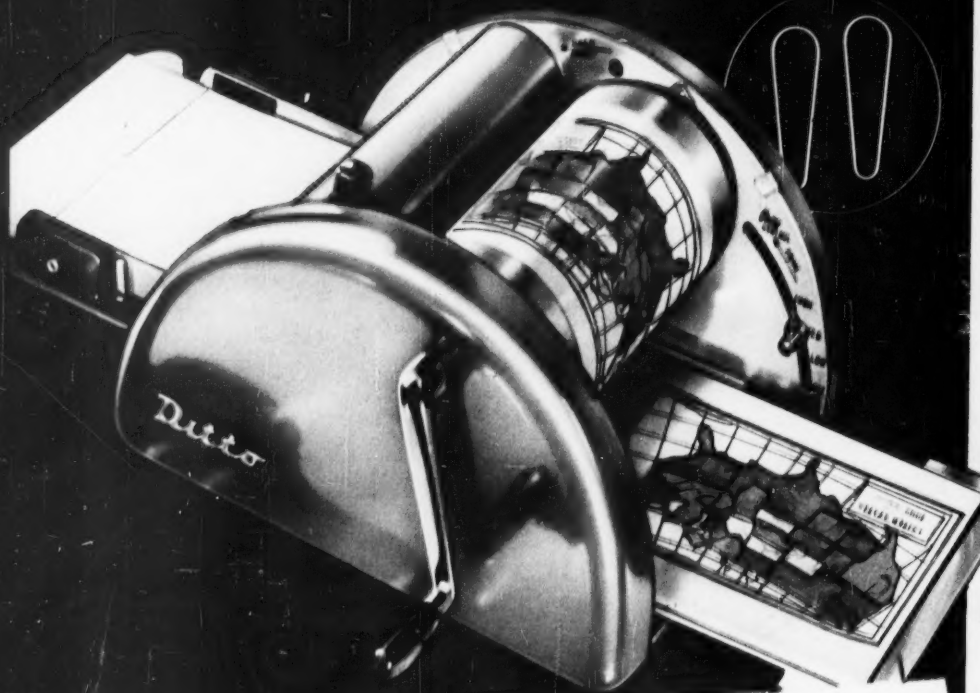
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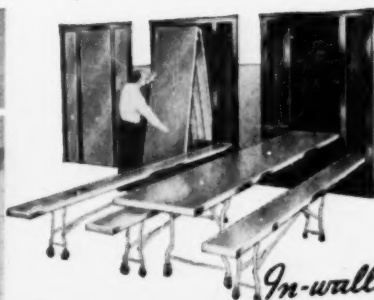
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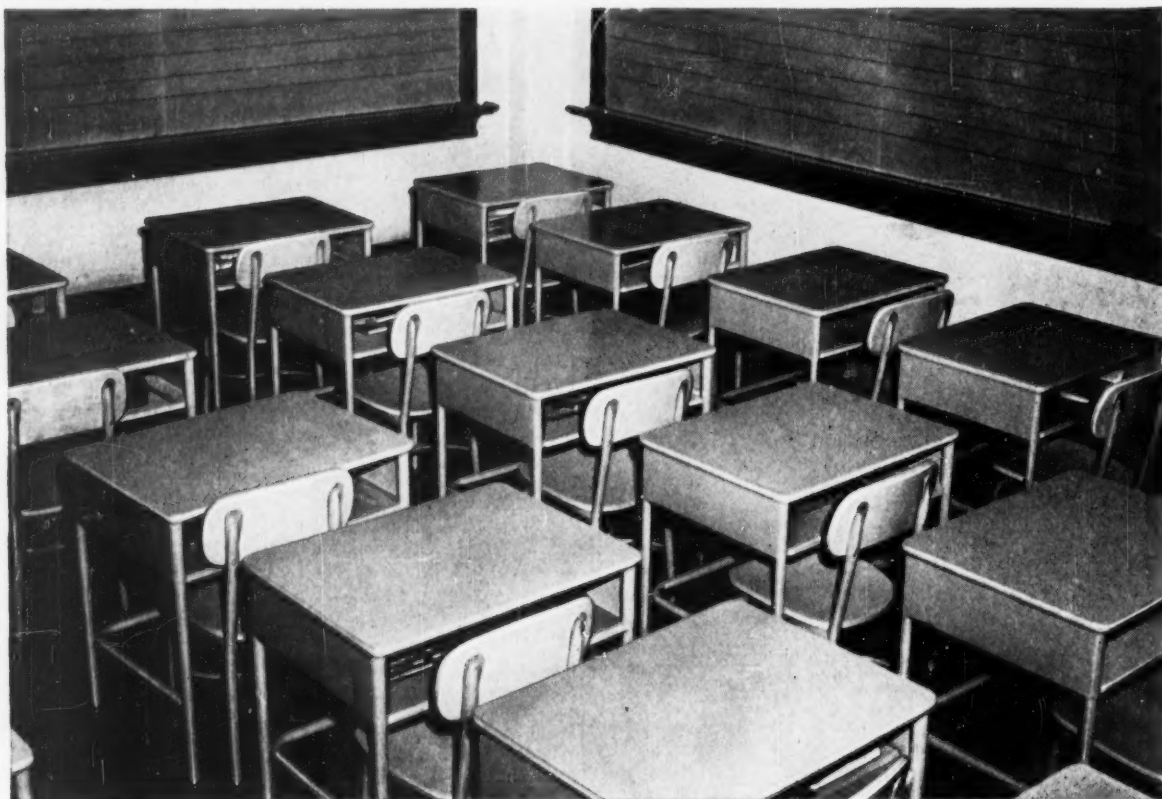


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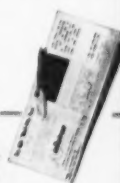
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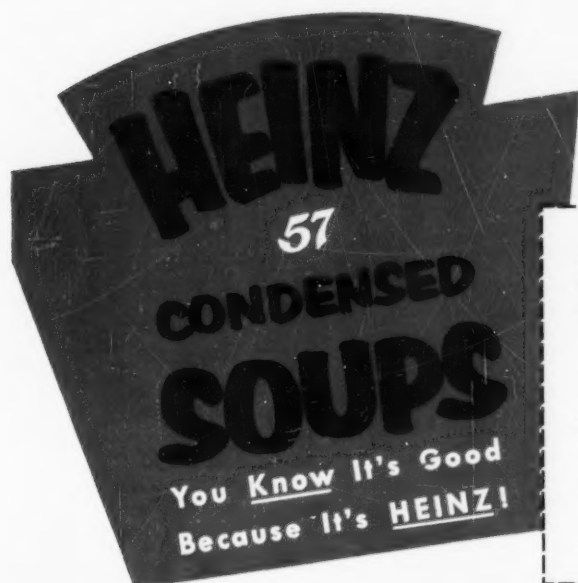
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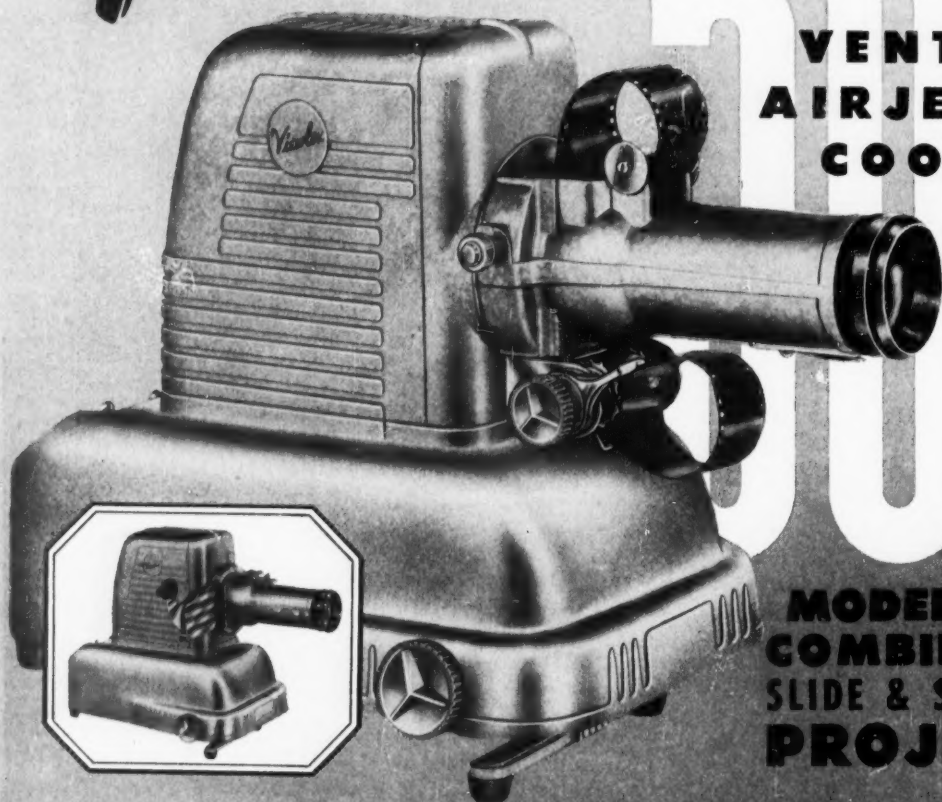
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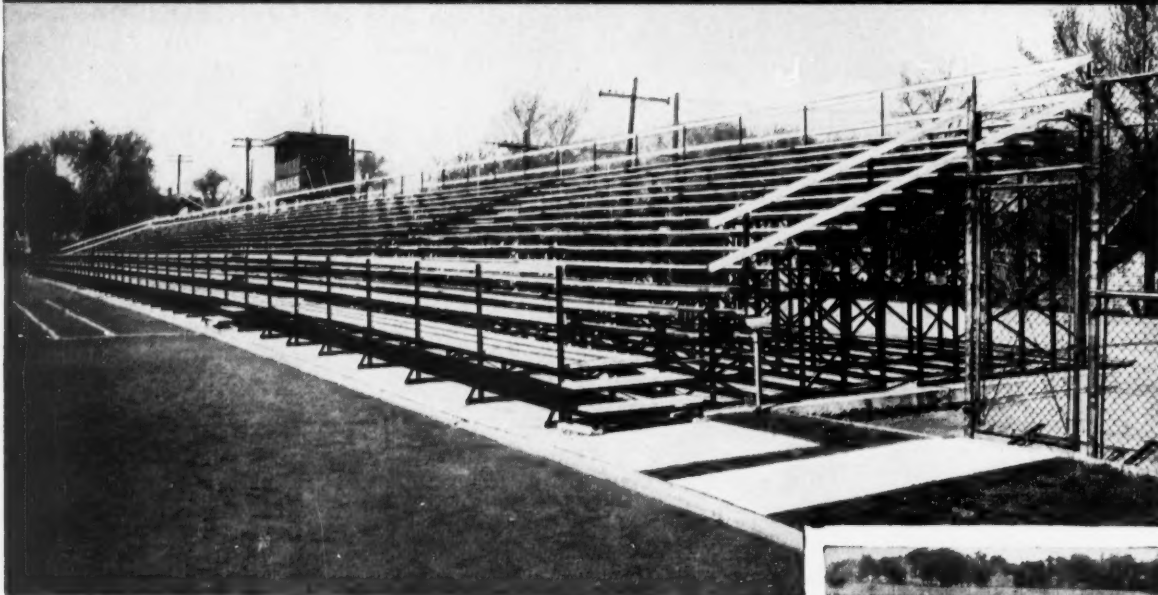
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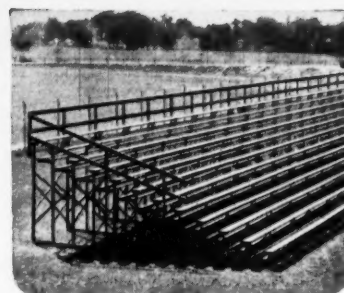


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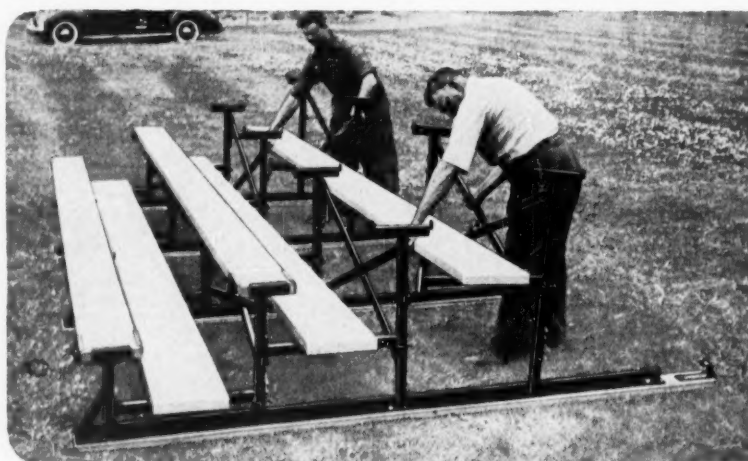
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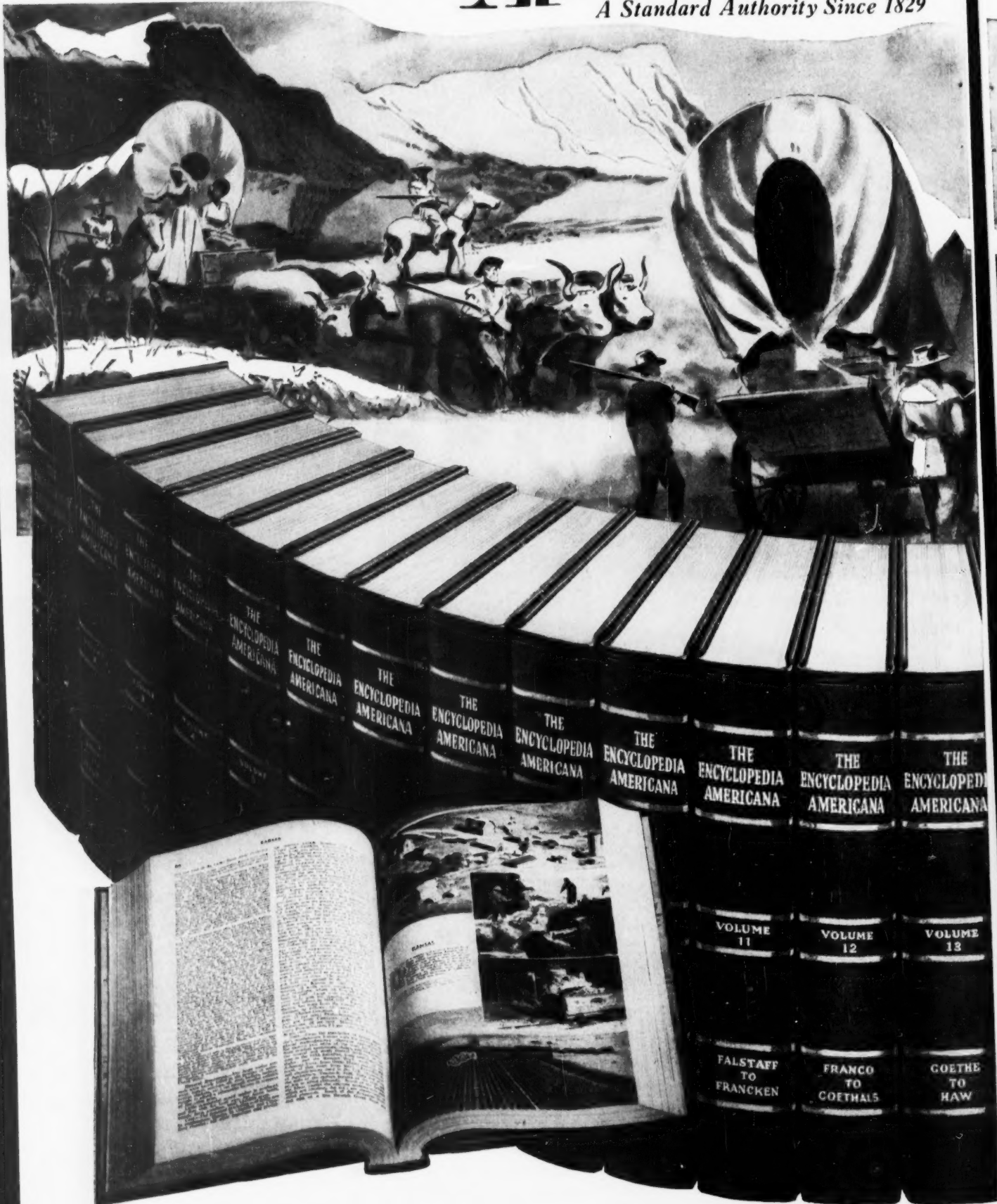
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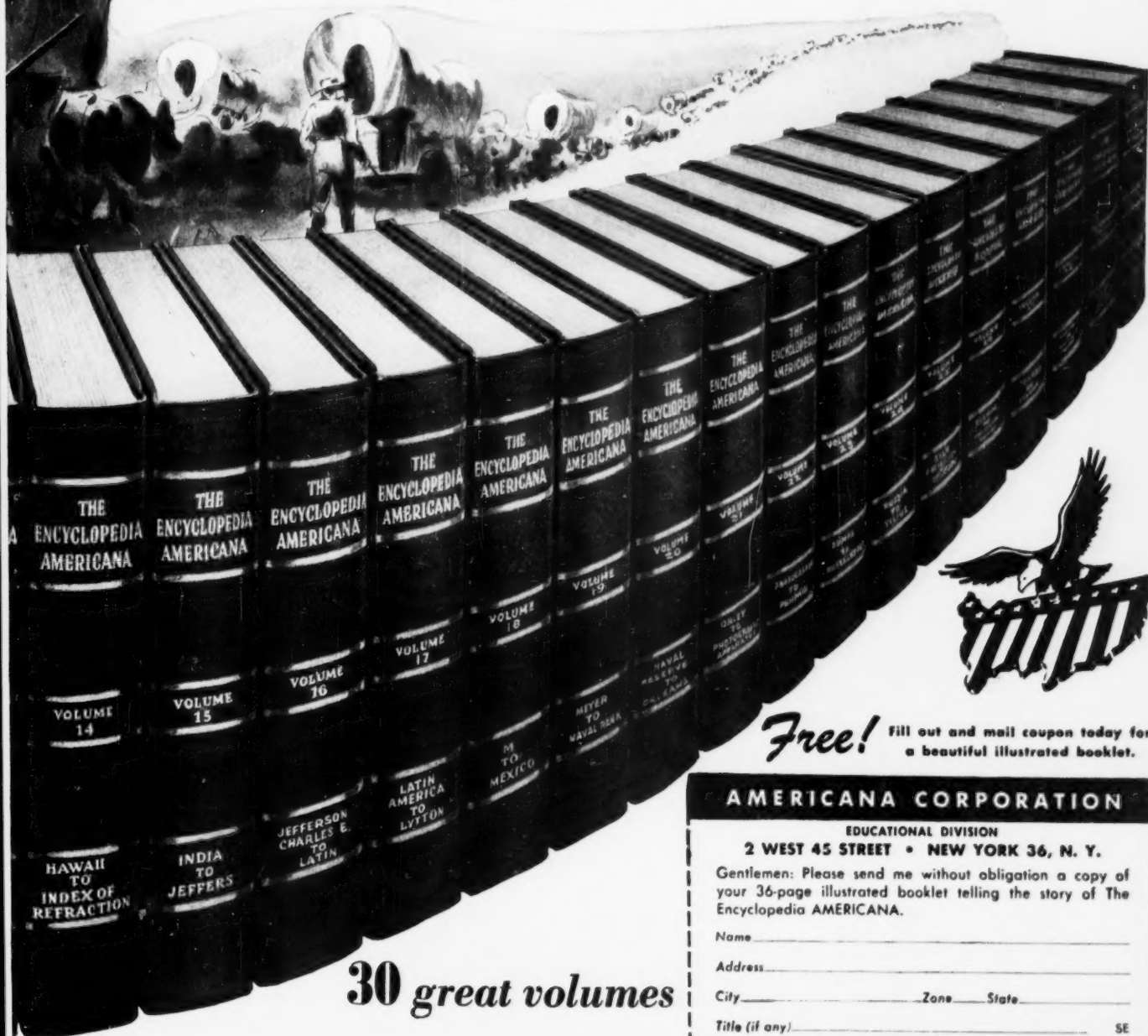
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- School Plant Bibliography
- A Comprehensive Guide to Use of American School and University
- Distributors of Educational Equipment and Supplies
- Manufacturers' Catalogs

Authors

Abrams, Leonard N.
Adams, O. D.
Anderson, St. Claire

Ball, F. Carleton
Bauer, Harold C.
Bills, Robert E.
Blanchard, Lloyd G.
Blundell, W. Irvin

Cameron, John L.
Carter, James S.
Caudill, William W.
Cleland, Ernest
Cocking, Walter D.
Conrad, M. J.
Cross, A. J. Foy
Crow, E. R.

Davis, Harvey H.
De Marco, Norman
Douglas, Mary P.

Engelhardt, N. L., Jr.
Engelhardt, N. L., Sr.
Etkes, Asher B.

Garnsey, Julian E.

Harden, Edgar L.
Harris, Fred E.
Hereford, Karl T.
Hertzka, Wayne S.
Hill, Frederick W.
Hinely, Willie H.
Hoek, Floyd G.
Holmes, George W., III
Hyer, Anna

Johnson, William Arild

Ketchum, Morris, Jr.

Lambert, A. C.
Leggett, Stanton

Mania, Georgette N.
McLean, Mary
McLeod, John W.
Melton, Monroe
Merrell, E. E., Jr.
Miller, Russell D.
Mills, David O.

Pearson, Arthur G.
Perkins, Lawrence B.
Pitkin, Edgar S.

Quinn, William A.

Redmond, James F.
Rodgers, William H.
Rothmann, Alfred A.

Sanders, Edmond
Saunders, Carleton M.
Scott, Wallie E.
Severud, Fred N.
Small, Ben J.
Smith, Benjamin L.
Stack, Dorr
Stoner, George H.

Waechter, H. H.
Warnecke, John C.
Webb, C. W.
White, Done
Williams, Lessing W.

**From the President
of the A.A.S.A.**



LAWRENCE G. DERTHICK

**TO THE
SCHOOL ADMINISTRATORS
OF THE NATION**

Greetings at the opening of the new school year! This is a time of problems of course, but it is also a time for a fine new beginning. Teachers return to their posts of duty refreshed; children are glad to be back again; and school folks thrill to another school term as one does to the smell of a new car or to the first flowers of spring. In few other walks of life is there such an opportunity for a fresh start. May we use it to avoid the mistakes of the past and to achieve together our hopes for 1953-54.

One of the finest privileges of my position with AASA is that of traveling about this great country seeing what you are doing, hearing you discuss our common problems, and knowing about your plans for creative endeavors. Educational leadership is advancing rapidly in these United States. The stimulation of CPEA, the challenge of the criticisms of the schools, strong convictions, and renewed faith in our cause have all been enlivening factors to constructive action.

We are still concerned, of course, with budgets, transportation, supplies and the like. But such problems no longer dominate conferences. Discussions today center around human relations, lay participation, efficiency in business management and techniques for inventing and sharing the best of new ideas. Superintendents are taking very seriously their role of instructional leadership and are concerned with practical means for implementing curricular improvement. Wonderful reports are flowing from efforts in democratic school administration; inspiring are the experiences when teachers truly have opportunities to participate in program and policy. There is a greater sureness in dealing with the current wave of criticism. Assistance from the colleges and universities has taken a more practical turn with professors spending much time in the field and on the firing line. Research is opening new frontiers. There was never a better time to be a school administrator; and never, I am sure,

have school administrators enjoyed their work so much.

These reflections are based upon my experiences among you. In each comment, I have thought of individual school administrators, of particular conferences and special topics of discussion. This is the heartening picture of today as we commence another school year filled with possibilities and with promise.

AASA is in the forefront of all of these developments. Our annual conferences of state presidents, relatively new, are clearing houses for ideas and for the implementation of methods and procedures in leadership. Publications are increasing and the sales are advancing by thousands of dollars. Membership gains in quality and quantity are consistent. We are speaking with great effectiveness at the national level and winning the respect and support of other important national bodies. The demands for services are so great that the executive committee has approved the addition of another member to our excellent staff with its dedicated and devoted spirit. The drive-in conferences are growing in power and influence. And now with hundreds of splendid suggestions from the field to guide us, we are working hard to build another great convention program for 1954.

As the year moves forward, it is a great satisfaction to anticipate meeting many more of you personally in your home states and seeing you all at our Atlantic City Convention next February.

Sincerely yours,

Lawrence G. Dertthick

L. G. DERTHICK, President AASA

SCHOOLS IN ACTION



Make Budget Planning A Faculty

by C. LEE EGGERT

WHAT ADMINISTRATOR hasn't overheard, after the school budget has been drawn up, the irate whispers of teachers who claim that the coach is getting most of the budget allotment for still more athletic equipment, or that the commercial arts teacher already has more typewriters than she needs, or that the history class doesn't need *that* many new maps, and so on down the list until, "My department, of course, has to be sacrificed!"

The determination of school budget allotments together with subsequent justification to the public and to staff members are difficult tasks, as every school administrator is aware. Whereas an item-by-item account will frequently satisfy the public, such explanations and justifications are more difficult with the faculty, particularly when a staff member's understanding of the total school program is limited.

Perhaps the author's experience with a successful experiment in *co-operative* budget planning will suggest to other administrators how this malignant condition can be treated

with an application of democratic school administration.

The cooperative budget planning procedure described here has been used successfully during the last two years in the P. K. Yonge Laboratory School of the University of Florida. Faced with the problems reviewed above, the staff and director of the Laboratory School decided that the problem of departmental money allotments could be determined by the whole faculty working with administration. These budget procedures do not yet include salaries which, it was agreed, should not be considered until procedures dealing with department allotments for expendables and equipment were found to be practically sound and acceptable to the school faculty.

Faculty budget group works with school director

The original step was the decision by the teaching and administrative staffs to elect a three-member faculty advisory group which would serve as a budget committee to work with

Dr. Eggert is Associate Professor of School Administration and Field Services at the College of Education, University of Florida. He was formerly director of the Laboratory School described in this article.

Does this illustrate budget time in your school? One school's experience indicates that when faculty members help plan the budget, everybody is happier.

the school director in determining general budgetary policy. After study and conference the committee developed a series of statements of the principles upon which school monies could be allotted. These were then distributed to each faculty member for study and for suggestions which were then incorporated into an accepted set of principles.

The budget committee was next faced with the problem of recommending tentative money allotments for the several departments. A preliminary budget was drawn up and

Affair

distributed to all faculty members. Suggestions and changes were then made by the faculty in general sessions and the budget was finally accepted as being the best one possible under current budget allotments. Copies of this final budget, together with routine explanations for the spending of budget monies, were included in the teachers' handbook.

From this point forward administration of the budget became a matter of accounting, except when a department raised a question needing clarification or when administration was invited to confer with faculty members relative to equipment or supplies.

Several advantages of this kind of cooperative budget planning come readily to mind: faculty members feel that they belong to a team working for school improvement and can better understand the school as a total unit and appreciate the needs of all departments in the school; the administrator is no longer faced with the "Why can't our department get this?" type of complaint; and even the children benefit indirectly,

as it is shown that teachers become democratic in their dealing with pupils almost in proportion to the amount of democracy they find practiced by school administration which directly affects them.

First steps lead to others. As a faculty plans together, further opportunities for working and planning together become apparent. School morale rises as teachers understand and appreciate the problems and needs of others within the system. And ultimately a functional school philosophy evolves as faculty members face their common problems together.

Administration, however, must be careful not to delegate its own clerical or decision-making functions to classroom teachers under the guise of democratic administration. The budget committee is *advisory* to the school administrator. As a "sounding board" it helps direct policy making.

When cooperative budget planning was first tried at the Laboratory School, faculty reactions were varied ranging from surprise and disappointment to mentally completed budgets. The faculty found itself face to face with one of the most perplexing of the problems which confronts every school administrator.

Teachers get larger view of money matters

Many of them saw, for the first time, that if money is allotted for one activity or for one type of equipment it must in reality be taken from some other activity or equipment fund. Thus a faculty sees the whole school operation. Even though in the final allotments a department does not receive all the money it believes it needs, its members see their department in relation to the others and recognize that the decision has been made by the entire faculty.

The reaction of one of the faculty members bears this out: "It was my privilege to be the teacher representing the elementary teachers on the budget committee for our school, and I consider it one of the most valuable experiences in professional learning I have ever had. It gave me a clearer understanding of the needs and functions of all areas of the school and how each part and activity fits into the whole.

"I saw all other staff members come to realize that every part of

the school has needs and that for the welfare of the whole school each of us would have to sacrifice, share and adapt. It satisfied my philosophy that the administration of school finances could be done democratically and could be used as a tool to further wholesome human growth and development of both children and staff. It was also conclusive proof that school finances can be handled on the basis of policies and principles, rather than on a basis of dogmatic determination or hand-to-mouth opportunism."

Favor cooperative budget planning

The meeting at which the Laboratory School faculty approved its budget was marked by two important actions. First, the faculty expressed confidence in the budget committee for its fair and untiring efforts at equitable distribution of available monies and, second, it unanimously recommended that the budget committee take steps looking toward an increase in the total school budget.

As this experimental program in cooperative budget planning developed, the author discussed the idea with school teachers and administrators many of whom were enrolled in his school administration classes at the University of Florida. The plan has since been scrutinized and analyzed by practical public school administrators including superintendents, principals, deans and classroom teachers of both elementary and secondary schools. The general consensus of opinion is favorable.

These school people have seen the plan in operation in the Laboratory School and are convinced that, with modifications to meet local conditions, the plan will work in the conventionally organized public school system.

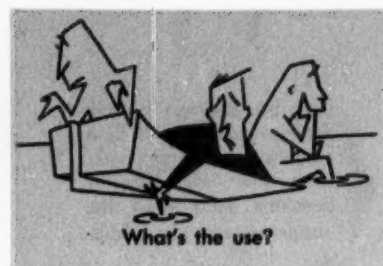
They believe the involvement of a school superintendent and board of education would be approximately the same as that of a state board of control, a university president, and a dean of education, as is the case with the Yonge Laboratory School.

Several school administrators are presently at work adapting the cooperative budget planning procedure to meet their needs with the view to its adoption as one procedure in effective use of the group process with whole school faculties.

educators hold varying views on the growing gap between social change and educational adjustment:



Won't deign to notice



What's the use?

Some believe education should be unconcerned with the changing environment. A second group, feeling that the gap can never be closed, puts forth but little effort. The third group is concerned, but splits on the question of what to do:

The Administrator and The Cultural Lag

by W. R. CLINE

THEORETICALLY, at least, we accept the view that education as a whole, and educational administration in particular, must be attuned to the society it seeks to serve.

In America, where education is mostly public education, it is particularly important that the individual school system should understand and reflect the local, state and national society of which it is a part.

The tasks of educational leadership are relatively easy where society is simple in structure and stable in its nature. By contrast, as society becomes more complex and as its leading characteristic, increasingly, is not stability, but *rapid change*, the responsibilities of educational leadership become ever more numerous, and ever larger in scope. American education of today, therefore, occupies a place of critical importance, since the problems of society are of greater complexity than at any other time in the world's history.

Dr. Cline is professor of education at Louisiana State University, Baton Rouge, a post to which he recently returned after a year as visiting lecturer in education at the University of California at Berkeley.

The first half of the twentieth century has brought far-reaching changes into virtually every phase of American life.

Yet there has been an increasingly apparent failure of society to maintain a desirable adjustment. The ingenuity and energies evident in the development of material science have not been applied to the needs of society for adjustment to the changes wrought by this same development.

Many schools operate as they did 50 years ago

The school is a noteworthy example of this social lag. Many schools and school systems operate much as they did fifty years ago. Yet, to assume that the kind of school which was valid for the educational needs of 1903 is equally valid for 1953 is supremely ridiculous. George Counts, Harold Rugg, and others in the vanguard of professional thought demand the development of the school as a social agency, appropriate to modern needs.

In meeting the growing demands on the school in modern society, educational leadership must develop an acute social consciousness and educational adjustment to a changed society must be continuous. Organization, curriculum, teaching procedures, and other elements of the educational ma-

chinery can never be regarded as satisfactory; only, perhaps, as satisfactorily *in process* of improvement.

School people generally, school administrators included, have loved the security of fixedness. Such security, however, becomes untenable as a concept, in modern society, except as to the fixedness of high purpose. Even this is likely to be less fixed than developmental, as social responsibilities become more broadly conceived.

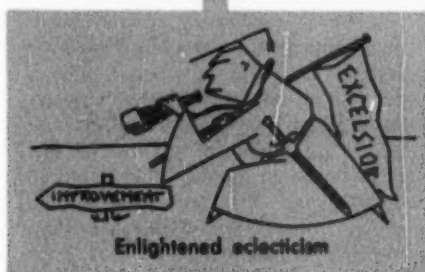
There is anything but complete agreement among those who administer the affairs of present-day American education concerning these concepts. They split into three major groups in their reaction to a continuously changing society.

One group of so-called leaders of education seems to be utterly confused by the challenge of the ever-growing needs of a rapidly changing society. Its members deny the dynamic social function of the school. Emphasizing the cloistered concept, these people hold that educational effort should be unconcerned with, and unmolested by, the social realities of a changing environment.

Such an attitude where sincerely held is to be viewed with sympathy rather than abuse. Yet, carried to its logical conclusion in education, it allows the school to become, with the



'Conservationists' feel it is best to teach fundamentals only. 'Reflectivists' would have a flexible school which can quickly reflect social changes. 'Reconstructionists' want educators to direct change. And finally . . .



. . . there is the enlightened administrator who integrates the best of the preceding attitudes, considers the public's wishes and guides through consensus, not authority.

passage of each day, increasingly anachronistic.

Then, there are those who view with evident complacency the "inevitable" lag between social change and educational adjustment. Subscribing, at least mildly, to social dynamics as the governing idea in education, they prefer to make haste slowly, if at all, in the necessary directions of constructive modification. Perhaps they are genuinely conservative; perhaps they are timorous, or lazy.

Others, who believe that the school should undergo profound change to enable it to render needed services to a dynamic society, are sincerely puzzled, if not confused, as to the proper directions and means of change. Certainly, this group of sincere, but hesitant, believers must be large, for who has the magic prescription for the solution of the manifold problems to be met.

On the other hand, while it is human to be hesitant, it is professional to make intelligent, courageous attack. The more the element of uncertainty pervades the social climate, the more necessary it is that educational leaders move with intelligence and with courage.

Three apparently different viewpoints may be discerned among this last group—those who are greatly concerned with the role of the school as an important agency for service to a changing society. With some oversimplification for the sake of clarity, these may be characterized as the Conservationist, the Reflective, and the Reconstructionist.

The conservationist believes that it is fruitless to attempt to throw the school into a continuing chase after the transitory needs of a rapidly changing society. Instead, he reasons, it is better to concentrate on the preservation of the unchanging

verities which represent the experience of past generations.

The conservationist is not necessarily to be classed with those who, earlier in this article, were referred to disparagingly as wanting to treat the school as a cloister, unconcerned with the needs of a dynamic society. The true conservationist is actively aware of the impact of social needs, but reasons that these needs are best to be served by a concentration on the unchanging elements of cultural experience. He talks about the "fundamentals" of education and deplors any tendency to emphasize other elements of education at what he considers to be the expense of these fundamentals.

The reflective, or that which might be called the dynamic idea, would have the school characterized by an alert flexibility such that social changes are quickly reflected in educational modifications. This is some-

what analogous to the "shift when they shift" football defense.

It of necessity accepts social change as the governing factor in educational organization, content and practice. It pictures a school which continuously tries to catch up, and to keep up, with social modifications. The exponents of this type of thinking tend to admit these implications, but to claim validity for their belief by keeping the social-educational gap as nearly closed as possible.

The reconstructionist accepts the dynamic principle in the reflective idea but believes that it is too limited in concept and application. He reasons that the school should lead, rather than follow.

In his judgment, society needs educational leadership that will plan for an improved society of the future; the gains to be attained through educational efforts which have social reforms as their objectives. Thus the educational leader, in this concept, functions as a social planner and as a director of the implementation of the social planning, through the work of the school.

While the classification of viewpoints just presented appears to demonstrate their mutual exclusiveness, it is greatly to be doubted that any person is entirely conservationist, reflectivist, or reconstructionist.

Educational leadership is called upon, not to espouse any one viewpoint to the exclusion of all others, but to seek an enlightened, workable integration of varying beliefs as these have merit and applicability to needs.

Must remember schools belong to patrons

Rising above any narrow viewpoint, the truly professional school administrator adopts an enlightened eclecticism on this, as on other important issues, and seeks to lead his colleagues and his patrons along the same path. By this means a broad road to improvement can be charted which takes from the divergent beliefs the best that each can contribute for the building of a better school for an improved society.

Certainly, this involves much that the conservationist wants to emphasize, because the developed culture of the race contains a great deal that is valid for today, and for the future. Sensibly, the reflectivist idea has to be embodied in making the school truly functional for the workaday

world of the present. Nor can it be gainsaid that educational leadership, properly conceived, will devote much of its best effort to the attainment, through education, of an improved society for the future.

Administration, to successfully serve society, must move prudently rather than rashly, gradually rather than abruptly; and in modern America, in processes that are democratic rather than autocratic. Good administration seeks to bring harmony out of disharmony, reconciliation of thought out of opposition of ideas; and to lead by securing consensus, rather than through authority.

One lesson which school leadership needs to learn is that both professional and lay groups have much to contribute to the wise planning that is needed in modern education. To serve society, administration must keep in touch with it; must remember that the schools belong to the patrons, rather than to the professional employees of the school system.

The ill-starred happenings at Pasadena leading to the resignation of Superintendent Goslin illustrate what may happen, otherwise. In this case, a high-minded, well-intentioned school administration, attempting to develop an improved program of education, but without sufficient attention to the need for securing the understanding approval of lay and professional groups, met with opposition that brought tragic results.

Many school systems are beginning to be characterized by group planning, in which administration, teaching personnel and laymen cooperate constructively in solving the problems of improving the school. Without such a plan it is to be doubted that the problems of education in the rapidly changing society of modern America can successfully be met.

All of the foregoing points up the major fact of the ever-increasing challenge of modern American society to educational administration. One might be tempted toward a nostalgia for the day when "school administration" implied executive responsibility for matters largely reducible to routine.

When society was largely rural and agrarian, when only a minority persisted in school past the elementary grade level, when the quality of ever-more-rapid change in social living had not yet become important, educational problems were very sim-

ple. At least, in retrospect, they now seem to have been so.

But such is not in the scheme of things in 1953 and beyond. Modern America must have more schools and better schools to do much more for people than schools have yet done. More and more is demanded of the school, in the light of social needs, and the demands are more complex and harder to meet than previously assumed educational tasks.

Anything less than the best type of leadership for America's schools will fail abysmally at the job. This indicates the necessity of a greatly improved social and professional awareness on the part of those now responsible for the administration of American education.

Internships help provide high caliber leaders

Even more, since complexity of responsibility bids fair to grow instead of to decrease, vast improvement in the selection and training of future administrative leadership must be provided. This probably will require, at universities offering graduate programs of study in school administration, institutional emphases far beyond those which usually have prevailed. In connection with institutional emphases, it is probable that a thorough-going plan of internships in public school administrative situations will have to be put into operation.

Western civilization is facing a great testing time in the years immediately ahead. The school must take a major part in the successful meeting of this testing time.

Better schools must be had. This means that they must be alive, practical, universally available and geared to the complex needs of a society whose major characteristic is rapid change. They must function throughout the nation as the major instrumentality by which American life can develop the adjustments and the integrations necessary to its wholesome ongoing.

In order that America may have the schools required to meet the needs of her people, school administration must be brought to a higher level. Careful selection, thorough training and the loftiest of social and professional concepts must characterize the educational leadership for the new day. Modern American society can afford no less.



The teacher-pupil relationship is one of the three relationships which affect the degree of teacher favorableness toward curriculum change. Authoritarian more often opposes change.

Personal Relationships Do Affect Curriculum Change

by EVELYN I. BANNING

DO PERSONAL relationships influence the willingness of teachers to work for curriculum change? A recent experimental study points to a decided "Yes" as the answer.

The study was made through questionnaire and structured interviews of 65 junior high school teachers in a New England community.* It revealed that the degree of teacher favorableness toward curriculum change is definitely affected by three personal relationships: teacher-administrator, teacher-pupil and teacher-community.

Favorableness of attitude toward change correlated significantly with the teacher's feeling that he was a real participant in the formulation of curriculum policy, and that his individual contribution comprised not only advice in policy-making but also a recognized share in implementing policy decisions. In general, teachers

who felt that they received the understanding and encouragement of their principal expressed a high degree of friendliness between administrators and the teaching staff.

This and other results indicate the importance of the ability of teachers to communicate and the necessity for clear channels of communication, both within the teaching units and from teachers to administrators and from administrators to teachers.

Teachers must understand decisions before approving

Teachers need to understand the decisions made by the administration for promoting changes in the school curriculum if they are to accept responsibility for making their individual contributions. Without the favorable attitude of teachers and their active personal interest as cooperative members of the groups, change in curriculum is likely to be only temporary, or at least superficial.

The significant teacher-pupil relationships concerned the attitudes of

Dr. Banning is a research associate at the Center for Field Studies, Harvard University Graduate School of Education.

* Banning, Evelyn I., *Teacher Attitudes Toward Curriculum Change: A Study of the Junior High School Teachers of Pittsfield*. Unpublished D. Ed. Thesis, Harvard University, Graduate School of Education, 1951.

teachers toward the handling of pupil-adjustment problems in the classroom. Favorableness toward change was related in a positive degree to the tone teachers maintained in dealing with individual pupils who disturbed the planned group activity.

The consideration of the disturbance as an individual matter to be adjusted according to the benefit and educational growth of the pupil rated teachers more highly favorable than other approaches. The teachers who felt that class disturbances could be automatically handled by dismissal from the classroom, by removal of privileges, or by reprimand before the class in order to retain teacher authority were generally more unfavorable toward curriculum change.

Harmony requires thinking in terms of pupils' way of life

From the expression of pupil-teacher relationships in this study, the writer concludes that harmonious relationships with pupils is largely determined by the ability of teachers to think in terms of the culture—the way of life—of his pupils.

Even when the relationship involved considerable conflict or occasional strong antagonism, many teachers indicated with apparent honesty that they saw no reason for treating pupils as individuals; that all children should have the same treatment.

Many who recognized the theoretical value of experiences suited to individual children recalled their own experiences in the classroom, remembering no occasion when they had received individual attention; expectations of the classroom had been the same for all. Thus, having their roots in one culture, some teachers were finding it uncomfortable to adjust to another.

On the other hand, there were teachers who desired to apply the principle of individual differences but lacked the necessary support and encouragement from the supervisory or administrative staff and were, therefore, fearful of misunderstanding by other teachers.

As for teacher-community relations, the sense of belonging to the community as a participating member, as distinct from membership in particular organizations, showed a relationship of favorableness to change. Whether or not the teacher had contact with pupils outside the school

seemed not to affect this relationship, but if teachers felt that they were active in the adult life of the community, they tended to express a more favorable attitude on the scale.

All the teachers included in this study stated they lived in the city, yet fifty-one percent felt that they did not actively participate in its civic life.

The conclusion of this exploratory study is that the teachers' belief in the need for continuous curriculum change is closely related to a sense of belonging in the life of the community; that it is most important that teachers participate responsibly in community activities and gain thereby a realistic concept of the life and needs of its people.

In brief, teachers are more favorable to curriculum change if they feel that they are making a contribution to the school organization as a whole; if their relationship with pupils in the classroom is a harmonious one; and if they are active participants in the life of the community. These three factors affect the attitudes of teachers more than the factors of teaching-load, subject or grade taught, or any of the mechanical conditions of work.

From the total responses of the interviews, it was possible to discover underlying patterns of dissatisfaction or satisfaction of teachers toward the present junior high school curriculum. Two factors were significantly related: sex and pre-appointment training. Of the twenty men teachers interviewed, only 20 percent stated a feeling of satisfaction with the existing curriculum. Women teachers, on the other hand, much more frequently (42 percent) expressed a feeling of satisfaction.

Graduates of liberal arts colleges and universities generally felt more dissatisfied with conditions than teachers who had received their undergraduate preparation at state teachers colleges. There was a marked tendency for graduates of other than state teachers colleges to feel dissatisfied toward the present curriculum and to indicate a greater readiness for change than was indicated by graduates of the teachers colleges.

Degree status, or course credits and degrees received after appointment, did not affect the ratings nor show a significant relationship with

feelings of dissatisfaction, indifference or satisfaction.

From the total responses of each interview it was also possible to determine the willingness of the individual teacher to effect change or his unwillingness to assume responsibility for action that would eventuate in change. Among both groups of teachers—willing and unwilling—there were satisfied and dissatisfied teachers.

Some who were satisfied with conditions as they existed in the school unit and in the system were, nevertheless, willing to be active in curriculum change. To maintain status as a participating member of the group apparently assumed more value than personal attitude toward the need of revision.

On the other hand, there were teachers dissatisfied with the curriculum and with conditions in the immediate situation who felt unwilling to bring about change. These teachers, while they recognized the need for curriculum change, could see no advantage for themselves and felt that no change would really remove the causes for dissatisfaction.

Such a negative attitude of dissatisfaction was present in varying degrees in different individuals. It ranged from complete apathy and indifference to a feeling of honest skepticism as to the benefits of any change. Seventeen percent of the total group were classified in this cluster of dissatisfied teachers who were unwilling to plan for change or to be bothered with the necessary adjustments.

Teacher discontent makes curriculum change difficult

There were indications of the apparent causes underlying these attitudes. Forty percent of the teachers specifically stated one or more reasons for dissatisfaction with the present curriculum. The writer feels that the five classifications of discontent among dissatisfied teachers may well be considered deterring factors in the present process of curriculum change.

Approximately one-fifth of the dissatisfaction was related to inadequate staff and inter-staff communications. While teachers often pointed out fairly good contact within the unit, they recognized the need for closer working relationships between school units. The lack of sufficient and consistent opportunity for channeling the

experience and ideas of teachers caused a feeling of insecurity. Individual effort and growth seemed relatively unimportant to them since these factors were not recognized in cooperative activities.

The problem of staff communication was most frequently indicated with that of limited organization as a whole. Through infrequent meetings of teachers and administrators within a unit, teachers contributed to curriculum development and to problems of immediate concern.

They felt, however, that once the policy or decision was made by the administrator after all pertinent in-

formation had been secured, no return channel of further personal communication existed. The final authority, they felt, rested in the executive.

The curriculum, they felt, should include experiences more nearly like the normal experiences for community living both in the subject fields and in activities outside the classroom. Opportunities for both individual and group living experiences were denied growing junior high pupils partly because of transportation problems but mainly owing to lack of any organized planning or recog-

nized need for the development of the whole child within the school program.

A substantial number of teachers indicated a strong feeling about the failure of the curriculum to provide class experiences and learning activities within the range of all levels of ability. These teachers were disturbed on the one hand by the lowering of "standards" that failed to challenge and stimulate the gifted child and by the inflexible requirements for all that handicapped the slow child.

The leveling of pupil "standards" to fit the greater number of pupils of average ability, and the understood policy that no child should fail caused discontent among some of the teaching staff. More disturbing than curriculum inadequacy, however, was the ambivalent feeling conveyed by teachers who wanted to maintain their own successful pupil ratings, but felt all pupils should accomplish certain basic fundamentals at each grade level.

The "failure to prepare pupils as adequately as they were trained years ago" caused grave concern to approximately one-fourth of the dis-

satisfied teachers. Many of these teachers were fearful of the outcome of an educational program that graduated pupils who could not spell or punctuate.

Despite intellectual acceptance of the psychological principle of the unified nature of an individual pupil's response to a learning situation and of the discovery that maturation is not the same for all, they clung to the attitude that education was primarily concerned with the acquisition of facts and academic skills.

The underlying pattern of attitudes provided the framework for more specific attitudes toward curriculum

Among dissatisfied teachers, most blame curriculum:

10% feeling of personal inadequacy
20% lack of communication
70% dissatisfied with curriculum
100%

• 42% of women teachers, but only 20% of men, were satisfied

• 17% of all teachers were both dissatisfied and unwilling to try to eliminate causes of dissatisfaction

• Liberal arts graduates tended to be both more dissatisfied and more ready for change than teachers college graduates

formation had been secured, no return channel of further personal communication existed. The final authority, they felt, rested in the executive.

A second source of dissatisfaction stemmed from a feeling of teacher inadequacy in organizing and handling individualized classroom teaching. Theory and concepts of individual differences, pupil planning and fusion of subject content were clearly understood by this group, but the practical technique of group activity, the "know-how", was lacking.

Although a few noted this general lack in the teaching staff, many teachers expressed dissatisfaction with their own professional ability. Their main concern was that they would be incompetent in meeting the demands of a broader curriculum more in line with real-life situations. It was evident from their remarks that assistance from other staff members and from demonstrations arranged cooperatively by administrators and teachers could lessen this problem.

The remaining sources of dissatisfaction, expressed by 70 percent of the dissatisfied teachers, were centered in the curriculum—specifically

nized need for the development of the whole child within the school program.

A substantial number of teachers indicated a strong feeling about the failure of the curriculum to provide class experiences and learning activities within the range of all levels of ability. These teachers were disturbed on the one hand by the lowering of "standards" that failed to challenge and stimulate the gifted child and by the inflexible requirements for all that handicapped the slow child.

The leveling of pupil "standards" to fit the greater number of pupils of average ability, and the understood policy that no child should fail caused discontent among some of the teaching staff. More disturbing than curriculum inadequacy, however, was the ambivalent feeling conveyed by teachers who wanted to maintain their own successful pupil ratings, but felt all pupils should accomplish certain basic fundamentals at each grade level.

The "failure to prepare pupils as adequately as they were trained years ago" caused grave concern to approximately one-fourth of the dis-

satisfied teachers. Many of these teachers were fearful of the outcome of an educational program that graduated pupils who could not spell or punctuate.

Despite intellectual acceptance of the psychological principle of the unified nature of an individual pupil's response to a learning situation and of the discovery that maturation is not the same for all, they clung to the attitude that education was primarily concerned with the acquisition of facts and academic skills.

The underlying pattern of attitudes provided the framework for more specific attitudes toward curriculum change. They served to give credence to the observation that translating the knowledge of curriculum need into actual classroom practice depends upon the attitudes held by teachers.

To improve procedures for developing teacher attitudes favorable to curriculum change calls for a high type of social engineering.

As Bernice Factor forcefully observed in her analysis of the recent research concerning educational practices in American schools, "To change a curriculum . . . one must face both the necessity of habitual responses and entrenched, frequently stereotyped attitudes, as well as ways in which such responses and attitudes may be altered or redirected by modifying the needs of people involved."[†]

Interviewing has supported the soundness of Factor's conclusion. Modifying the needs of teachers through improving human relations in the total school structure becomes the essence of the complex process of curriculum change.



For each high school graduate who goes on to college, about nine go job-hunting. What about...

Commencement and the 88 Percent

by FRANK G. DAVIS

COMMENCEMENT was over. Oliver Cromwell Jones and Suzanne Rogers had tied for valedictorian of the class and each was honored by being allowed to make a valedictory address. They were good speeches as valedictory speeches go. Four other student speakers followed them. Then Dr. Simpson, president of a nearby college, gave a twenty-minute commencement address.

He challenged the graduates to go out and help to improve the world, and by all means to go to college if possible. He told them that while some would probably not be able to go to college, a lot more young people could go to college if they were willing to put out the effort and burn the midnight oil. He paraphrased the advertisement of a famous tire company a quarter-century ago into "Midnight oil is good oil."

The commencement was a great success. The six commencement speakers had had the usual congratulations; they were happy, their parents were happy and the school

would be closed until next fall. The superintendent and high school principal and the speech teacher who had coached the speakers were heartily congratulated, they beamed pleasantly and the commencement was over. Next day the local newspaper commented editorially on the excellence of the school and of all the speeches.

And the 30% who drop out before graduation?

This high school with 540 pupils never sent more than 12 percent of its graduates to college and it happened that this year the graduating class numbered just 100. Thirty percent of the pupils who had entered the high school with this class had dropped out before the end of the senior year. Since the placement work was not organized, few of these had been placed in jobs by the school. There was no followup system and, of course, those who dropped out or graduated soon ceased to be the concern of the school authorities.

The above commencement picture

Frank G. Davis is professor of education at Bucknell University, Lewisburg, Pennsylvania



may not be a pretty one but it is far from uncommon. The thoughtful reader will ask a few questions:

1. What were the "other 88 percent" of graduates—those who didn't intend to go to college—planning to do? Or were they planning?

2. What about the thirty percent of this class who never graduated?

3. What was the value of the commencement described here? How can it be improved?

No one knew what the 88% planned

Question 1 is hard to answer. No one knew with any certainty what the 88 percent planned, since no attempt had been made to find out. Thirty of them had taken the commercial course; ten of these had taken the stenographic course and were hoping to become stenographers.

The other twenty had taken a general commercial curriculum with a mixture of courses. A few would probably be able to learn bookkeeping in some office which might em-

ploy them if it were not too highly mechanized. Some might get jobs as typists or filing clerks.

Nine boys had taken agriculture, six girls had taken home economics and the remaining forty-three had taken what was known as the general curriculum and had no vocational training whatever. A few had promises of non-descript jobs, but the majority were going out to look for jobs shortly after commencement.

None had further educational plans. A concerted effort to help them in planning their futures had not been made. This was quite in keeping with practice in the school. Now about the thirty who had dropped out of school. No record had been kept. It was known that one had lost his life in an automobile accident, one was in a correctional institution and a third had entered a private preparatory school but had dropped out again in less than a year. No record was available of the other twenty-seven and only scattered reports on dropouts from the

other three classes. Whether any of them had further educational or vocational plans was not known.

The question as to what was the real value of the commencement just described is a difficult one. It probably had some value. It brought together a considerable group of citizens, some of whom had probably never met the school leaders.

It gave the six speakers some experience in reciting addresses which they had helped to write and on which they had put a good deal of practice. The sentiments expressed in the commencement address were mostly good and may have affected the lives of a few people. It gave the school orchestra an opportunity to play, which was all to the good.

Education is a cradle-to-grave affair

On the other hand, a serious defect was that the exercises suggested to the other 88 percent who most needed help that their education was completed. About all it did for most

of them was to highlight their release from education.

This sort of commencement may have provided relief for the old type of school administrator who thought education was something that could be completed at commencement or at some other date. Not so for the modern school leader who realizes that education today is a cradle-to-grave affair.

He knows that commencement may be a bad thing rather than a good one. If it looms as that day when school is a thing of the past, then it is a bad thing. Anything that encourages pupils to terminate their school careers whether they are strong or weak scholastically is bad.

We are living in the mid-twentieth century, when we know that continued education is essential. Otherwise why is the Ford Foundation spending millions to promote adult education? Otherwise why are our best school systems increasing their appropriations for adult education consistently? Otherwise why are so many private organizations giving time and energy to it?

We might mention the YMCA or that realized dream of a group of public-spirited citizens in Philadelphia, the Junto, which has offered the courses they wanted to more than 100,000 grownups in the past ten years.

Every school system should provide educational programs for graduates or dropouts as soon as they

leave school. This means an adult education program containing attractive offerings for the entire ability and interest range of the 88 percent. The offerings must be attractive and must be "sold" to the young people.

They have been kept in school, by force in some cases, throughout high school, but those days are over. They must *want* to continue their education, and every ruse of the top salesman must be used to get them started.

But much can be done while they are still in school to make them want to continue their education. Here, if anywhere, propaganda is permissible. It would appear that if part of the time usually spent during the last semester in getting ready for commencement were utilized in educational and vocational guidance for the 88 percent for whom commencement has little interest or value, some real results might accrue.

Let's have commencement serve all the graduates

Indeed, if all through the high school courses emphasis were placed on continuous education throughout life, and if it were only intensified during the last semester, these 88 percent should be happier, more optimistic and of more value to their country.

Finally, let's top this training with a commencement planned by all the students for all the students. The emphasis on college and the profes-

sions will occupy no more than twelve percent of the program. The remaining 88 percent will be planned by and for this group, with whatever help they can get from the 12 percent and the faculty. This will be a valuable educational opportunity for the college-bound students as well as for all the rest.

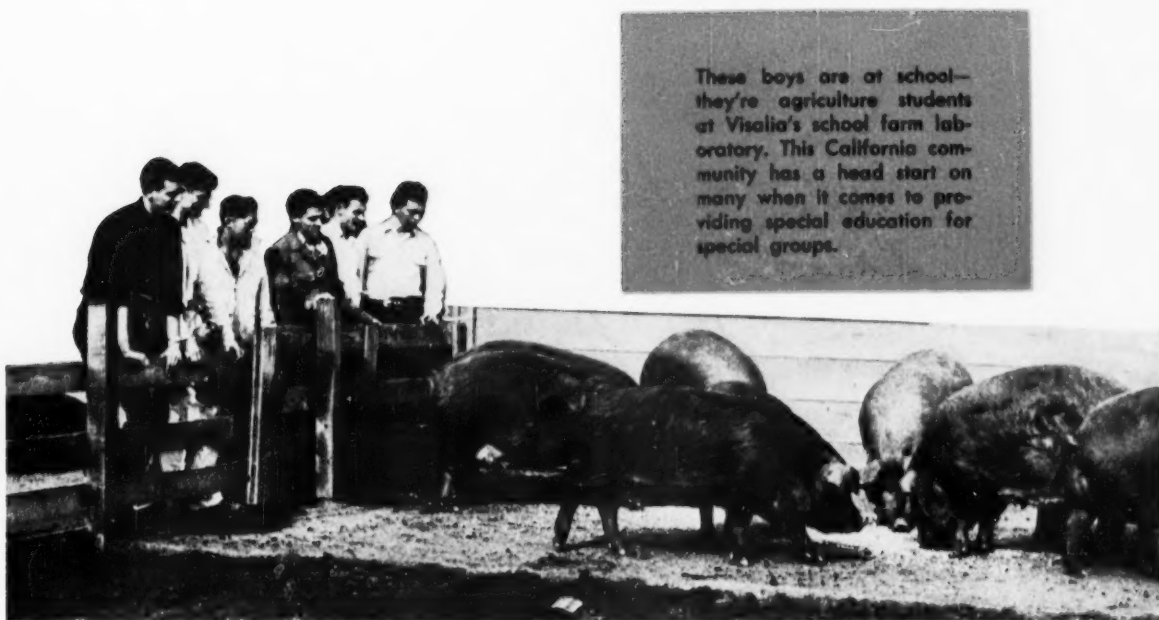
You may say the 12 percent will be of more value to society and hence should be given more attention at commencement. The reply is that if this is true, their need for commencement attention will be less rather than more.

This program may well be one laying emphasis on talents other than those we usually think of as scholastic or academic. Among the 88 percent will be found numerous valuable special abilities which need only opportunity for expression and which can contribute largely to the success of the occasion. Consideration should be given to the contributions the various individuals can make as workers and citizens and finally, the great need of and opportunities for continuing their education throughout life.

This commencement will serve the entire population. For how many adults are there who do not need to continue their education? Yes, commencement programs can mean commencement for the 88 percent and for the entire population. Graduation need not be a jolt. It may well be a shock absorber.



Commencement brings together a considerable group of citizens, many of whom have never met the school leaders. Here is a made-to-order opportunity to plug adult education.



These boys are at school—they're agriculture students at Visalia's school farm laboratory. This California community has a head start on many when it comes to providing special education for special groups.

Visalia's "Special Group" Schools

by RALPH HOVIS

AFTER three months of practice, first with finger exercises and later with arm coordination, nine-year-old Annette arrived at the day when she virtually burst with pride and shouted across the schoolroom, "Miss Joyce, Miss Joyce, I can comb my hair. I can do it. All by myself."

In another school in the same city and about the same hour, the leaders of the Spanish-speaking community's school heard the good news that new playground lights and equipment could be purchased for the children of the Spanish-speaking community in the city.

And, southwest of the city, a group of hardy young high school and junior college farm students beamed fondly at a new herd of Hereford beef cattle which they had purchased with some of the income derived from their school farm class enterprises.

These three events, each milestones in their respective schools—the cerebral palsy school, the Crowley elementary school and the high school and College of Sequoias farm—represent Visalia, California's continuing progress in the education of her special students.

Faced with an unprecedented mi-

gration of population into California and the accompanying problems of higher school district tax rates, huge building programs and a greater demand for trained instructors, Visalia community leaders and school administrators have made great strides in solving these and many other problems.

Education-therapy center for cerebral palsied

At the same time, these leaders have maintained and widened their interests in the school children's special problems—three in particular: physical handicaps, language handicaps and the need for practical training in agriculture—the economy on which the community exists.

One of the physically handicapped groups with which the city is making significant progress includes boys and girls with cerebral palsy.

Because of the devotion of a Visalian, Bert Cross—for many years the president of the Tulare County Crippled Children's Society—to the problems of the cerebral palsied, the Visalia school board of education joined with the state department of education in surveying the needs of

Ralph Hovis is a reporter for the Fresno Bee. His article came through Hilton D. Bell, Superintendent of Visalia, California, schools, who says of Visalia, "I know of no other community where the people have been as generous with their time and money in aiding our school program so that we may truly serve as a community school."

These cerebral palsied children playing store are among 12 primary age children who are experiencing a conventional school program for the first time at Visalia's new Cerebral Palsy center. Built in large part with funds from citizen groups, it provides therapy for 40 children.



The new Crowley school serves a growing Spanish-language district; 90 percent of its students are Spanish-speaking. An active council of area citizens develops community projects correlated with the school. Classes in American history and culture are offered Spanish-speaking adults.



these children in the county. That survey disclosed the need for a cerebral palsy center enabling such handicapped youngsters to obtain an educational program and physical and occupational therapy.

The crippled children's society, the Visalia Women's Civic Club and the Visalia school district combined their resources of \$23,000 with state-matched funds to construct a four-room building for the education of these children.

Additional donations of equipment and funds came from the Tulare-Kings County Labor Council, the American Red Cross, the Visalia Theta Tau Theta Society, the Visalia Elks Club, the crippled children's society and Cecilia Montalto.

Approximately 40 children receive regular physical and occupational therapy and 12 primary age children are experiencing for the first time a conventional school program. So successful has been the school that a second educational class begins this year for the preschool youngsters.

A second project aimed at assisting special groups of students in the Visalia area concerns the education of children in the Spanish-speaking community, located almost entirely outside the city. This area, in the northeast section of Visalia, became so populated that the city board of education members felt the need for a new school there.

New Crowley school serves Spanish-speaking community

A successful bond issue in 1946 enabled the purchase of a 15-acre site and the allocation of \$170,000 toward the construction of a new school on the site. State funds raised the total to the amount needed to build the Crowley School with its 14 classroom and administrative unit. Ninety per cent of the students in the Crowley school are Spanish speaking.

A community council, composed of citizens of the area, has joined the school officials in developing various projects in the community which can be correlated with the school program.

A landscaping program was completed during the first spring of school. A well-baby clinic was started, with the cooperation of the parent-teacher association and the medical association. Lights have been installed on the recreational grounds and equipment for the 10 acres of ball diamonds, basketball courts and other sports areas has been acquired. Classes in English, American history and culture are offered to the Spanish-speaking adults in the area.

Seek methods for teaching Spanish-speaking students

A two-year study of the educational methods and techniques used with the Spanish-speaking children and a survey of the recreational, health and social programs—and the means to improve them—for the Crowley School community are underway, financed by the Rosenberg Foundation.

The steering committee conducting the study consists of members of the school board, the school administration, medical and dental associations, the parent-teacher association, the county health and schools departments and the board of supervisors. The findings of the group will be available to other communities having similar problems.

The school principal, Hugh Staley, was a former recreation director who spent three months prior to the school's opening becoming acquainted with the residents and problems of the area.

Virtually all of the students continue to junior and senior high schools and are later absorbed into the economy and life of the city as responsible and successful citizens.

The Spanish-speaking residents also contribute to the understanding by the English-speaking students and adults of Mexican customs and culture through such events as the annual Cinco de Mayo Day, celebrating Mexico's independence.

A third program which the Visalians have initiated to improve their community is one closely allied to the economy of the area—agriculture.

Starting with an old house and barn and a chicken house in the fall of 1947, the high school and junior college farm now has far surpassed the objective which it first sought—a school laboratory for young agricultural students.

The students have leveled land, fenced the property, erected a farm mechanics shop, a classroom and a Grade A dairy barn. They have constructed a large chopped hay barn, built poultry housing and a dwelling for farm employees. New farm machinery and additional cattle, sheep and hogs have been purchased.

Future projects include a hay barn for dairy cattle, a home for the dairyman and a machine shed, granary and an egg room. Later, a second farm unit may be established for the study of citrus crops.

The school farm idea was conceived six years ago by a group of farmers, businessmen and school officials who were aware that Visalia was in the center of the third richest agricultural county in the country, yet had no farm laboratory other than a classroom and a farm mechanics shop.

Citizen group raised \$70,000 for school farm

The group, headed by Roy McLain of Visalia, organized a non-profit corporation—the Visalia College Agricultural Association—which obtained cash amounting to \$70,000 plus several pure bred Duroc hogs, Jersey and Holstein cows and some farm machinery.

A 160-acre site was acquired a mile and a half from the junior college, 40 acres being deeded to the high school district and the other 120 leased for a year before being deeded to the school district and the college.

The agriculture department, directed by Bruce Jensen, has poultry, registered Duroc hogs, 30 Jersey and Holstein cattle, 27 registered polled Hereford beef cattle and 13 Hampshire sheep. Also there are 100 acres of cotton, 60 acres of alfalfa, permanent pasture and corn and a family orchard.

Although school farms are not in-

tended to be money-raising ventures for schools, since agriculture requires a laboratory just as other school subjects do, the high school and junior college farm in Visalia has more than paid its operating expenses.

Dropout rate lower among farm school pupils

The farm is operated under a joint farm account and is financed by trustees of the high school and college districts. The first year of the farm all income above expenses, \$7,000, was used to level the land. Last year, with nearly \$9,000 profit, the farm added beef cattle and erected a fence around the property.

From 1948 to 1952 the enrollment of farm students in the junior college rose from 10 to 64 while the total attendance fell 20 percent. In the high school, farm students numbered 112 in the first class in 1948, while in 1952 classes numbered 171. From just two courses in livestock and crops in 1948, the farm catalogue of courses has expanded to 22 courses.

Members of the nonprofit Visalia College Agricultural Association, who contributed from \$10 to \$500 each, meet annually and the directors serve as advisors to the school boards of trustees in matters concerning the development of the farm.

The farm laboratory serves not only the day school students but also veterans and adult farmers within the county. In addition, hundreds of visitors throughout the valley stream into the farm to observe its phenomenal growth and exchange information about farm problems applicable to the whole valley.

Farm class graduates go on to agricultural colleges and return to Tulare County to invest their new training in the place where they had their start.

Visalia city schools Superintendent Hilton Bell attributes the opportunity for success for the young farmers as well as the Crowley School students and the cerebral palsy youngsters to the united effort of the individual citizens and civic groups of the community with school personnel.

Here's proof that the urge and the need to learn exist at all age levels—a young woman, a boy and an older man in the same speed reading class.



Oklahoma Accepts—

Public School Responsibility for Adult

by O. W. DAVISON

MORE and more public schools and colleges are burning lights far into the night as adults trek back to school. They are enrolled in subjects ranging from nuclear fission to glove-making.

School administrators have discovered that adult education is going on in every community, with or without public school support. In an adult education conference held on the University of Oklahoma campus four years ago, one city superintendent announced that he could count eighteen different organizations in his city of 6,000 that were offering some type of adult education. The public schools were not taking part in any of these! He listed such organizations as the League of Women Voters, American Association of University Women, Business and Professional Women, Mothers' Study Club, Great Books, Community Library and other service and professional clubs.

Other administrators present began taking mental inventories and came up with similar findings. A statewide survey taken before the meeting had

revealed that less than 25 percent of the schools had regularly scheduled programs of adult education.

Many questions then arose at this conference. What kinds of adult education were these various organizations doing? How much of it was overlapping? How many people were being reached? What segments of the population were being neglected? What should be the role of the public schools in a program of adult education?

Community adult education services need coordination

The assembled educators agreed, first, that their schools should begin a program of adult education. The unorganized and unrelated educational services for adults in their communities were not meeting the need. These services lacked supervision and coordination. They were reaching only a small percentage of the people. The publicly-supported and publicly-controlled institutions should be responsible for all education, it was agreed. The physical facilities were

Dr. Davison is director of School and Community Services for the University of Oklahoma, Norman, Oklahoma. Before joining the university staff, he was city superintendent of schools at Durant and Chandler, Oklahoma, for 14 years.

To launch a successful adult education program . . .

DON'T

simply decide on a series of courses and announce them

DO

make a survey of local needs and resources

enlist the support of community agencies

offer something local citizens need and can use

make the public aware well in advance of the program to be offered

Education

there and the instructional and administrative leadership was there. All that was needed was the inspiration and the know-how.

The administrators also agreed that the public schools should assist those organizations already functioning in adult education to carry on, and to coordinate their resources; find the interests and needs of adults in their communities; utilize local groups, so that activities would be planned by and in the community; and ask the colleges and universities to provide resource people, materials and leadership when necessary.

The assembled administrators returned to their communities. Many apparently forgot the excellent joint recommendations they had made for decisive action, but others began surveys to determine community needs and classes for adults followed.

5 million adults in public school courses in 1951

The colleges and universities were called upon for assistance. Statewide adult education conferences and

workshops held at Oklahoma A. & M. College and at Oklahoma City were well attended. Interest in adult education began to grow.

In some Oklahoma cities adult education has mushroomed remarkably since World War II. Oklahoma City and Tulsa have had extensive adult education programs for years. Growth of the programs in these and other Oklahoma cities the past few years reflects the trend now being experienced all over the nation.

According to the Ford Foundation, adult education has increased 50 percent in the United States during the past five years. Nearly 5,000,000 students enrolled in adult education courses sponsored by the public schools in 1951, the Ford survey revealed.

What makes some programs successful? Why have others failed? Some adult education programs have evolved the hard way—through trial and error. In many instances results have been so discouraging that school administrators have hesitated to try again. Simply deciding on a series of

courses and then announcing them has usually resulted in disappointment to all concerned.

The most successful methods, generally, have been those that enlisted the support of all agencies of the community; made a comprehensive survey of local needs and resources (the PTA, B & PW or some similar organization has often assisted or made these surveys); offered something adults needed or could use, or as one administrator said, "something they can put their teeth into"; and made the public aware of the program to be offered well in advance of registration deadlines.

Survey of needs precedes program planning

In Poteau (population 4,776) Superintendent Elbert L. Costner and the Board of Education expressed their belief that educational opportunities should be extended to all persons, and emphasis was given to adult education.

Surveys were made to determine local needs, and after careful study

and planning a broad program of adult education was set up. The entire community was brought into the project. "Policies in adult education must evolve from intelligent community planning led by public-spirited school administrators," according to Superintendent Costner.

Board pays fees for teachers studying adult education

Poteau's school buildings are open five nights a week. School children rush down the halls to practice for some school event while their parents and relatives rush the other way for classes in commercial subjects, art, figurine painting, furniture renovation, shop, English, history, or even for glee club. The local survey turned up a request for a men's chorus. The challenge was met; a highly successful men's chorus, meeting once a week, soon was giving concerts not only in Poteau but in surrounding cities and rural communities.

The popularity of adult education in Poteau was shown during September, 1952, when the Board of Education voted to pay the tuition fees for 46 teachers enrolled in an inservice class on adult education from the University of Oklahoma. This practice is just beginning to find favor in Oklahoma. Boards of Education at Duncan, El Reno, and Vinita also have paid fees for adult education classes.

In Stillwater (population 20,238)

the adult education program has become so popular that last year the high school principal, Dr. Joe Timkin, was elevated to a newly created position. He was made assistant superintendent in charge of adult education.

Stillwater offers adults opportunities in many fields. These include courses in trades and industries, the liberal arts, fly-tying, choral reading and many others. A barber shop quartet and an "Over Sixty" club for the Golden Age group were organized.

Stillwater's success stems from the active leadership of Superintendent R. R. Russell and Timkin. They have organized an adult education council composed of representatives from various organizations. The people of the community have a voice in initiating, planning and evaluating Stillwater's educational activities for adults.

In Stillwater and Norman, civic clubs and social organizations are encouraged to find and submit suggestions for classes and other adult activities. A card index system at a central office keeps track of every suggested class or activity. Adults are urged to write or telephone requests for classes any time of the year. When ten or twelve names have accumulated under one title—Everyday English or Speed Reading, for example—the time and place is set for the course. The new activity is then publicized intensively through announce-

ments in the newspapers and at club meetings, calling of interested people over the telephone, including especially those who have called or written requesting the course, use of the mail and personal contacts.

Midwest City, El Reno, Wilburton, Miami, and Muskogee follow similar plans. Tulsa and Oklahoma City have full-time adult education directors in their downtown colleges and also in the public schools. Surveys are made through their classes to help determine subsequent course offerings.

Adult education seen next big step in education

Newspaper and radio advertising also is used to publicize them. Practically all adult educators agree that satisfied students are the best advertisers. Working with adult education councils or with the clubs of the community is almost essential. When a club will accept responsibility for a course, it has a much better chance for success.

Some of the teachers for adults have been found in the local schools and communities. These have had to be selected carefully; not all good teachers of children know how to teach adults. The colleges and universities supplied a large number of instructors and also are teaching the teachers.

The University of Oklahoma and Oklahoma A. & M. College have adult education classes, forums, lectures, entertainments and clinics all over the state. Resident instructors go by train, automobile and by plane; courses are also taught by correspondence and the University radio station. Last year 25,000 adults were enrolled in some form of adult education with the University of Oklahoma.

The next few years will show tremendous development of adult education in the public schools. It is the next big step in education. It offers a real challenge to every school leader and it offers a reward.

Through adult education the tone of a community may be raised immeasurably because it is the adults who set the standards, not children. By providing a program which meets the needs of adults, a new feeling of friendship and camaraderie is developed. This benefits every other phase of the educational program.



The successful adult education course offers students "something they can get their teeth into." This homemaking class follows with interest a discussion of cooking utensils.

*a concerned administrator
outlines an aggressive teacher
recruitment program at every level
to offset the growing shortage
of qualified teachers*

"Teachers Wanted"

by ALBERT N. POSNER

THE TIME IS "September morn," 1956 A. D. The place is Hopeful Elementary School, Yourtown, U. S. A. A large neon sign over the school entrance flashes "TEACHERS WANTED."

Six hundred students are enrolled and assigned to ten teachers. Each teacher has an average pupil load of sixty students. The school has seven vacant classrooms in which a reduced pupil load could be assigned, but there are no teachers available to direct the activities of the children in these additional rooms.

We can't sit back and "let George do it"

This is not a particularly pleasant picture of the near future, but the "teacher wanted" sign is surely going to swing idly in the breeze of every town and city if we continue to assume the "let George do it" complacency. Talking about the problem will not bring about a solution.

The National Teacher Supply and Demand Study for 1951, conducted

by the National Education Association Commission on Teacher Education and Professional Standards, revealed that our colleges and universities trained 32,000 elementary teachers during 1951. The estimated yearly demand for the next six years is 105,000 elementary teachers. The demand far exceeds the potential supply.

Underpayment only part of the problem

There is an immediate need for an aggressive teacher recruitment crusade for our American public school system. An approach to the problem has been made through publicity given to the under-paid teacher, the implication being that our educational ills would vanish by raising the pay of educators. The fact that teachers are underpaid is merely one small part of a complicated problem. The fact remains that regardless of the salary offered, there are not enough teachers today for all of the children in all of the states, and we are not training a sufficient number of teachers for the future.

We need a recruitment plan for more teachers with a definite organizational pattern along the following lines:

National—It should be sponsored at the national level by the National Education Association and the United States Office of Education.

State—It should be encouraged by the State Department of Education in all of the states, with appointment of staff and field workers at state expense and

cooperation by state teachers' associations.

Local—Local recruiting programs should be planned with aid of the county superintendent's staff, local universities and colleges, and teachers' associations. Counseling staffs and administrators of colleges and secondary schools should carry the program to students planning college careers.

To encourage more young people to select teaching as their profession, generous scholarships or grants should be set up by educational agencies, fraternities, sororities and public service organizations at national, state and local levels. Time and space in radio, television, motion pictures and newspapers could be purchased for professional publicity. Pilot programs employing different techniques can be used to determine the best approach for the recruitment of capable candidates into teacher training programs.

Satisfied teachers will popularize profession

Every high school should promote a conscious effort and awareness on the part of teachers to answer the question, "Is there a future teacher in my classroom?" If the answer is "Yes," a plan for inspiring the future teacher to enter a professional training program is needed. If school districts, through the leadership of the superintendent and board of education, develop high morale and a good working situation for their teaching staff, these teachers will do a better job of popularizing their profession to others, especially to their students.

Mr. Posner is Administrative Assistant to the Superintendent of the Torrance Unified School District, California. The "current and future shortage of qualified teachers" with which he has become acquainted in this post has made him an advocate of an aggressive teacher recruitment program.

The School Board Wants to Know

The duty of a school board is to translate the will of the people into sound educational policy. The first question is: What is the will of the people? This board of education used the questionnaire technique to find out.

by JACK O. L. SAUNDERS
Superintendent
Garden County High School
Oshkosh, Nebraska

PROBABLY THE MOST difficult job any board member ever has to face is that of representing the people wisely and fairly. It is not that board members are not fair and are not often wise, but rather that it is often almost impossible to determine popular opinion which can then be manipulated into sound educational philosophy.

Actually, the individual board member has little legal authority. Individually he listens to the people he represents, but it is only collectively that the board can carry out the responsibilities and duties given them under the law. As a representative of the people he is subject to their "gripes" and criticism. By intelligent diplomacy he can do much to dispel false rumors and to educate the public to constructive criticism.

Two considerations are paramount in the board members' relations with the public: the ability to recognize public opinion and to distinguish between a true majority and an out-spoken minority; and the courage to act upon vital issues that the public *should* want—which is sometimes more important for sound education than what the public *does* want.

Despite these exercises in sound judgment, the board member needs to know what the people are thinking. He wants to know how many are thinking alike and he wants the public's help in being their fair and wise representative.

Oshkosh board faces policy and administrative questions

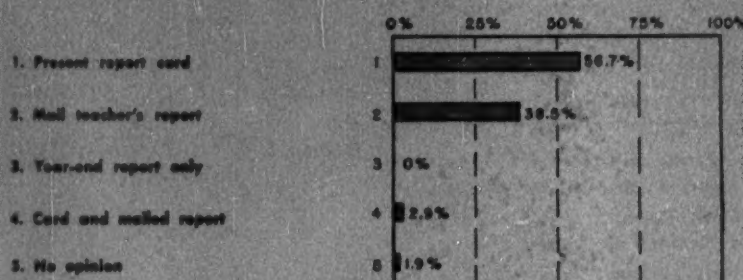
Last spring the Board of Education at the Garden County High School, in Oshkosh, Nebraska, was confronted with the same kind of problems that every board has at some time faced. There were several issues that could be decided in

more than one way. Two bond issues had failed. Should they try another? On which side of the impending tuition problem should they align themselves? Should children pay to be admitted to school entertainment? Should the taxpayers furnish all special equipment? Should fees be charged of special groups for using the school building?

And there were as many administrative questions that the public could help answer. How much teacher supervision did parents advocate? How many school activities should be held each week? How much discipline did parents want for their children? Where does the school stop and the home take over? Which extracurricular activities are acceptable? What kind of courses should be offered?

Of course administrators and boards of education can arbitrarily arrive at an answer to each of these problems. But their answers might not necessarily be what the people

Which is favored method of reporting to parents?



Parents were in favor of the typical report card, while parents favored a mailed report from the teacher. Indications were strong that parents want to know periodically about their children's progress.

want, nor what they *should* want.

This board of education decided to conduct its own public opinion survey and to let the people decide the answers to these questions in the privacy of their own homes.

A questionnaire was distributed to all parents and patrons in the community, and replies to the sixteen specific questions were received from 70 percent of the group. Parent and patron groups were tabulated separately in this study, but five questions-and-answers are combined here in graph form with comments as to outstanding variations.

Survey results prove useful but should be used cautiously

The results of this survey were of considerable value to the school board. People demonstrated that they enjoyed an opportunity to help decide issues that are important to them. Usable information in establishing board policy and administrative procedure was gathered.

There are, however, several cautions which must be observed in this kind of public survey:

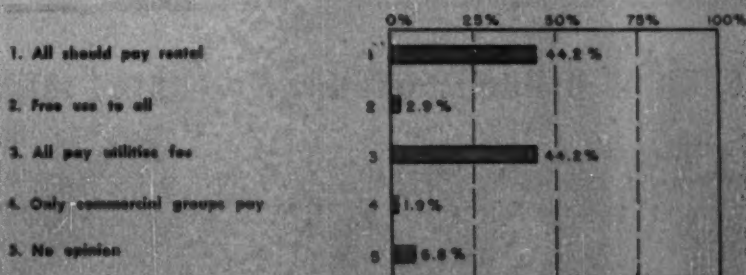
1. To be most effective, the public opinion survey should be used to gather information and not to educate the public by a means other than provoking thought.

2. Since such a survey utilizes a sampling technique the results are an indication and not a positive answer.

3. What the public should want is often more important to good education than what certain segments of the population do want. When such studies expose popular deviations from sound practice this information may often be the basis for public relations directed towards community education.

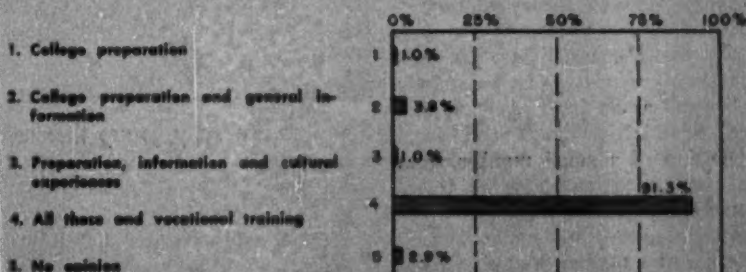
The school board implements the manifested will of the people. The continuation of good education and future improvements result from an intelligent and cooperative effort. The public opinion survey is only one of many devices which can contribute in this cooperative effort, but at least one board of education has found it to be a very serviceable device.

Should organizations pay to use school building?



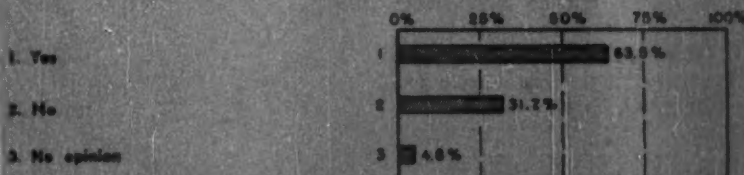
Most surveyees do not expect the district taxpayers to furnish the building free to outside organizations. Apparently either a rental fee or a utility fee which would result in about the same thing would be an acceptable policy for the board.

What is high school's most important job?



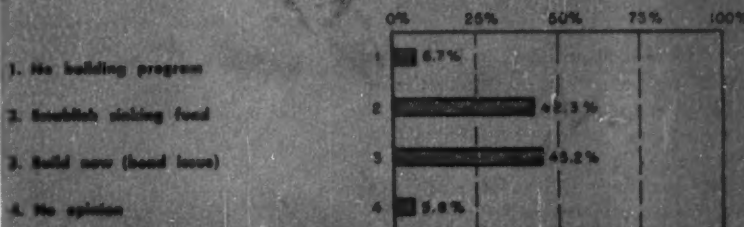
There was only a trace of the holdover of the classical tradition as over 90 percent of both parents and patrons showed their approval of a broadened curriculum.

Should students pay for expendable special equipment?



"Expendable special equipment" was defined by example as "Football shoes, leather padlocks, pop club uniforms, etc." There is a rather strong minority opinion expressed, but citizens are not entirely ready to furnish all activity equipment.

Do you favor a building program?



The strongly indicated desire for building is important since building programs were twice defeated. The two methods (bond issue vs. sinking fund) are close competitors and might make it hard to get either across at the polls.

SCHOOL PLANT

Consider Student Grouping When Planning Your School

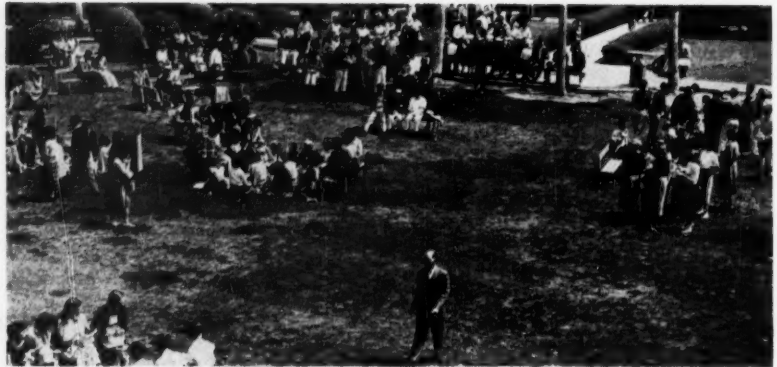
by BRUCE MILLER
Superintendent
Riverside, California, City Schools

IN EDUCATIONAL CIRCLES today we hear continuous talk about the importance of grouping pupils for well-rounded growth and development. Yet when we study school buildings planned and constructed not only years ago but recently, we find great disparity between theory and practice.

The wise teacher divides his class into small groups so he can study each pupil as an individual and can give essential guidance and help. Separation of a **small number from** the total class enables the young people to progress according to their learning abilities, and makes it possible for the teacher to guide them into independent work habits. Classes are grouped for various purposes—for study of the basic skills, for development of interests and talents, for correlative and integrative relationships with social living. The groups should not be permanent; pupils should move from one to another according to need.

A small group with a common problem gains insight and understanding. There is fuller participation by each pupil and greater opportunity for leadership. Differences in ability and interest are provided for. The pupil who works in such groups gains in democratic competence. The schoolroom which has space to accommodate and rearrange a number of small groups engaged in various activities contributes to these aims.

The period of initial school planning is the time to decide upon the construction features which will best serve up-to-date educational aims and practices. The architect and the builder must have in mind the functions of the building, and must plan and build in harmony with them. However, the chief responsibility for leadership in the attainment of this ideal rests, and must continue to rest, with the educator.

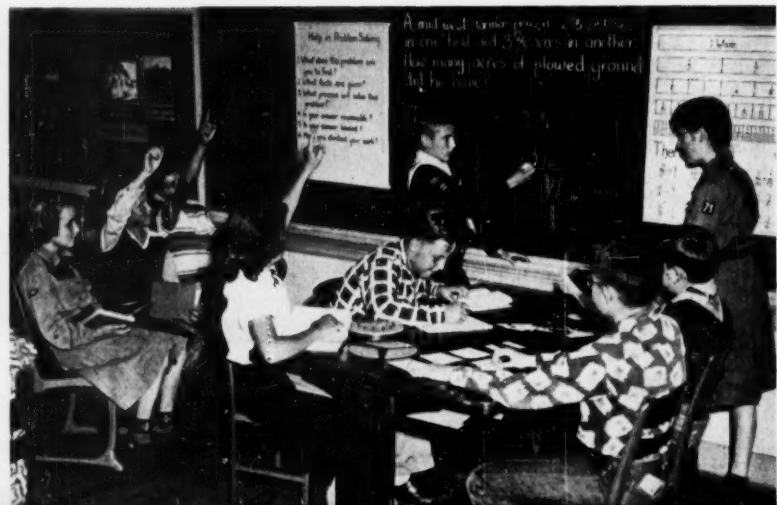


Students naturally group themselves . . .



. . . but cramped classrooms inhibit this in educational practice . . .

A small group with a common problem . . .



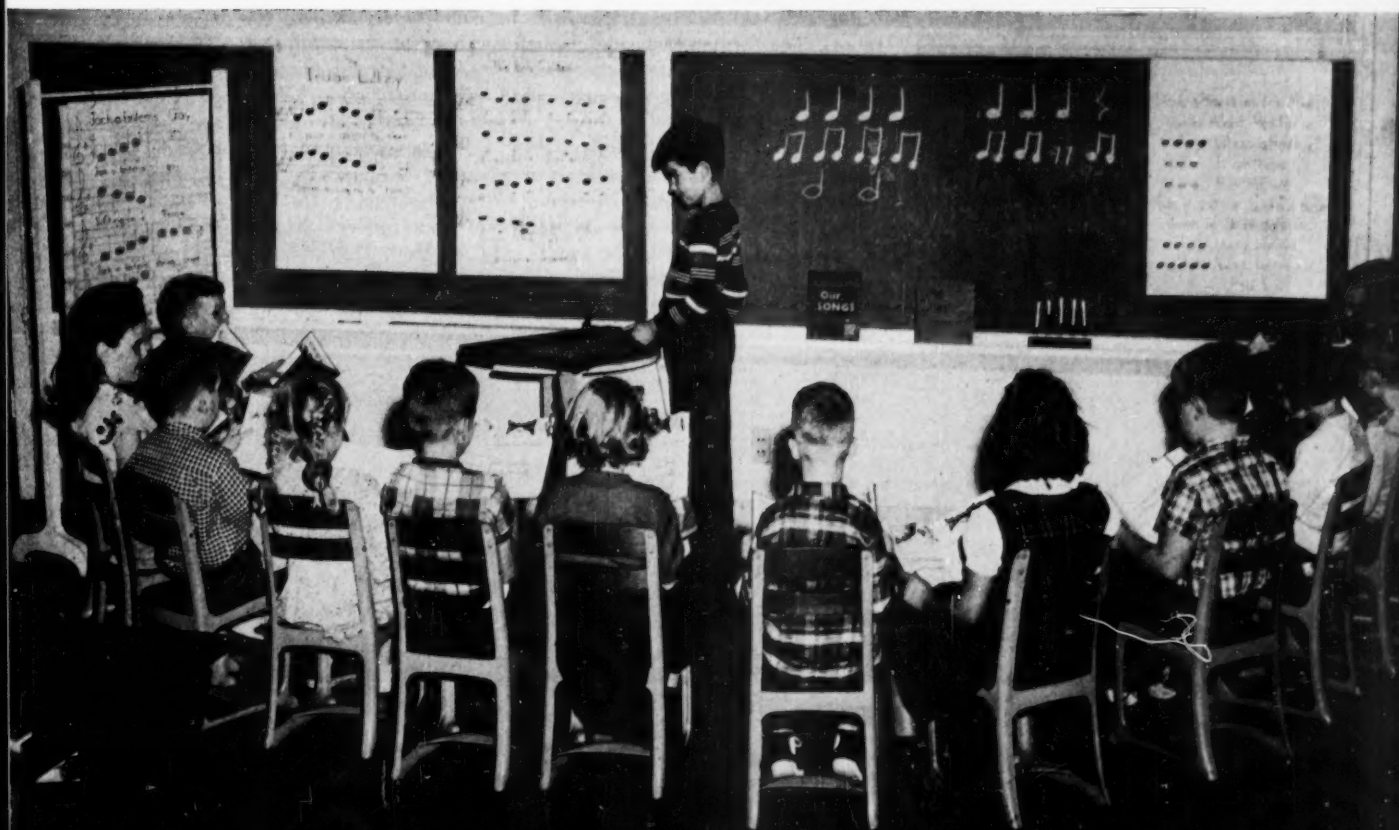
News & Views

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... and permits the teacher to guide them into independent work habits ...

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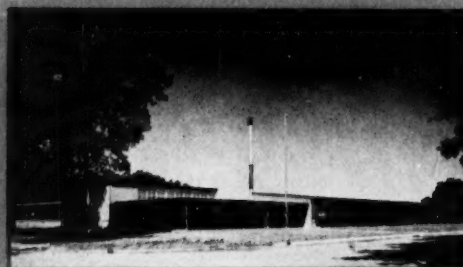


This town of 4,200 built . . .

9-room Howland school



15-room Lincoln school



Two schools, gym, shops

by ROBERT W. GIBSON

Mr. Gibson has been superintendent of schools in Eagle Grove, Iowa, for almost 10 years. Active in civic affairs, he has a special interest in vocational guidance.

WE COMPLETELY rebuilt our elementary school system for the unusually low average cost of less than \$20,000 per classroom. We were told it couldn't be done, but it had to be done. So we did it—with some splendid cooperation from all sides.

In 1948 and 1949 we faced the common problem of out-grown and out-dated school facilities. The high school had grown into the space formerly used by the west side elementary school and those children were being crowded out of their school rooms. The former east side elementary school dated back to the 1880's and a safe modern replacement was desperately needed.

In addition, lack of space had limited essential vocational training to barely a token course and our children were entitled to more training than we could possibly give them.

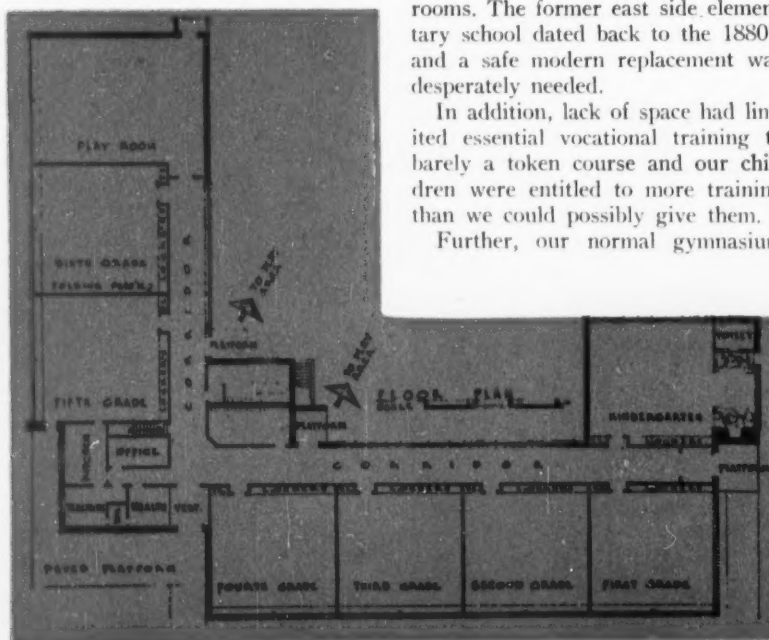
Further, our normal gymnasium

requirements had long since far out-grown our obsolete, inadequate high school gym. And finally, the central heating plant for the high school was beyond economical reconstruction and repair.

Thus we needed: two new elementary schools, shops, gymnasium and high school heating plant. It sounded like a million-dollar job.

To finance this imposing project, we had available a little over half of the money necessary. We were faced with a statutory limitation on further bond issues which set an absolute ceiling of something less than \$600,000 that could possibly be put into this construction. We had to make it meet our needs.

I was fortunate to be able to go on the "Flying Classroom" conducted by Michigan State College in 1949 to visit modern schools in Chicago, Cleveland, Detroit and St. Louis. I saw what we would like to have in



Lela Howland elementary school was built for \$127,849—a per room cost of about \$16,000. It covers some 12,500 square feet and accommodates 210 pupils. Lincoln elementary school follows substantially the same plan, but has five more rooms and was built for \$177,493, a per room cost of about \$15,000. Buildings are basementless, with combination ceiling-rafts.

5-room shops wing



2,000-seat gym wing



wing and heating plant for \$540,000

Eagle Grove. But costs of \$30,000, \$40,000, and \$50,000 per classroom were out of our reach.

In spite of the obvious difficulties, the Des Moines architectural firm of Smith, Voorhees and Jensen agreed to try to design the schools, shops, gym and heating plant we needed, and still stay within our budget limits. As a first step Dighton Smith and Grant Voorhees made an extended tour of Ohio, Indiana, Michigan, Illinois and Iowa, visiting some of the schools visited by the Flying Classroom and many others.

We had expected to build the elementary schools along conventional lines and economize wherever possible; thus saving enough on them to provide only skimpy shops, gym and heating system.

Low-cost schools with modern features

However, these architects gave us a set of plans for the elementary schools that included every desirable feature we had hoped to have—at an average cost per classroom of less than \$18,000. We built *low-cost* schools with many modern features. And we had plenty left over to build a splendid new gym, a complete agricultural-mechanical shop building, and a remarkably efficient heating plant.

These new schools are long, low, rambling buildings with clerestory windows. Instead of sacrificing anything, we have been delighted to

find that actually we have gained desirable features not obtainable even in more expensive conventional school buildings. We wound up with better schools than we had expected, and they cost us far less than we had expected.

We got much more than we expected

The lighting, for instance, is near-perfect; uniform, without glare, and nearly without shadow. The slate blackboards are perfectly visible from every seat in the rooms; there is no blinding reflection from any angle. The dual light is often too bright, however, so positive and effective light control has been provided. Full width draw drapes on the lower level main windows give the teachers finger tip control over the intensity of lighting.

Mr. William Treloar, principal of Lincoln School, says that he and the other teachers open and close the drapes and add fluorescent lighting as needed to obtain easily the correct adjustment to changing brightness of natural daylight. Mr. Treloar emphasizes that the children seem to tire less quickly with controlled dual lighting which maintains relatively uniform intensity at all hours.

We insisted that our new buildings be sound-deadened and that the noise level in them be reduced as far as was economically possible. To accomplish this reduction of echoes and

reverberations we left the interior side of our structural walls and partitions unfinished except for a coat of paint.

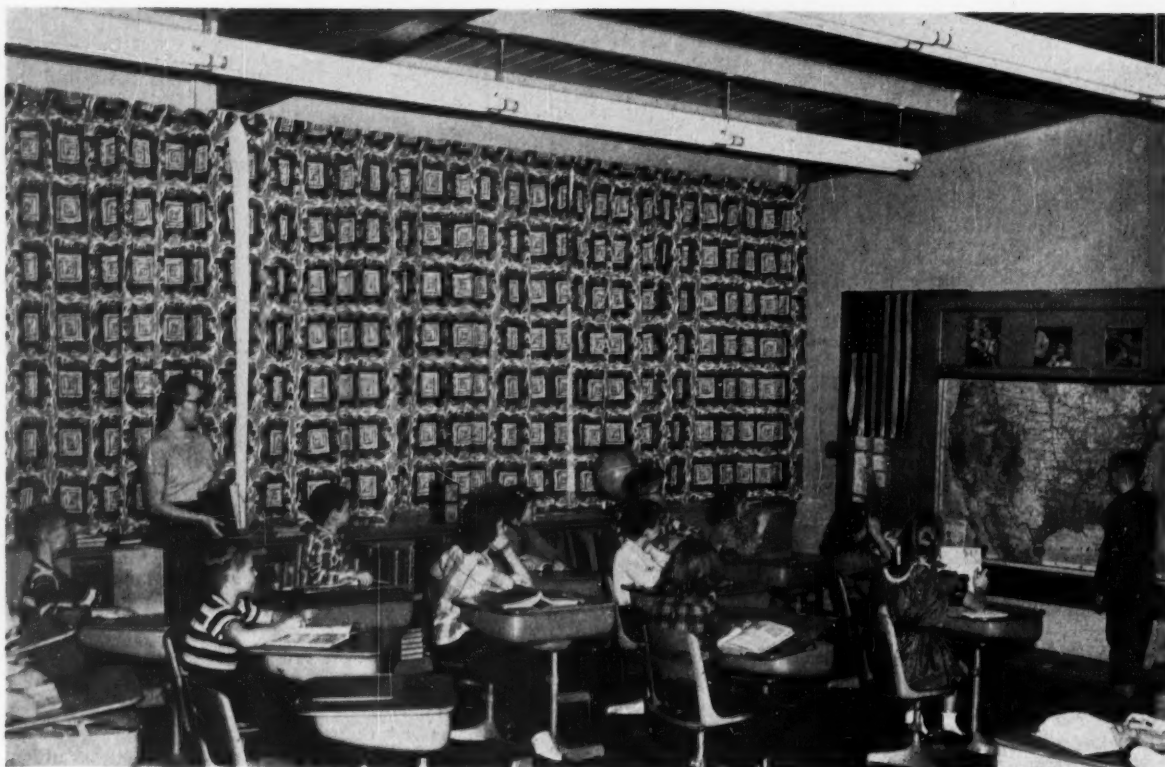
Thus we took maximum advantage of the rough porous surface of the Waylite building blocks which we used for interior partitions and for backing up our brick exterior walls.

Mr. Treloar, principal of Lincoln School, and Miss Hazel V. Brooks, principal of Lela Howland School, both report that they and their teachers are very well satisfied with the acoustical conditions they find in their classrooms.

Miss Brooks is especially enthusiastic about her building, because we used a steel frame construction that permitted the use of Cemex in the ceilings. This lightweight, porous, sound-deadening material still further reduces the noise level in the classrooms and corridors, and has proved remarkably effective.

We were impressed with the trend toward multi-purpose rooms in modern schools and insisted that they be included in the planning. This decision has been fully justified. The principals of both schools tell me that the rooms are extremely popular and intensively used, and that they provide a much needed flexibility for elementary school activities including gym, music, visual aids use and kindergarten play.

As indicated in the floorplan on the first page of this article, the outside corner of these L-shaped build-



Even with drapes drawn, this Lincoln School classroom has plenty of illumination from artificial lighting and clerestory. A typical classroom, it is 28 feet square, cost \$15,000. Walls are finished with paint only, taking advantage of acoustical properties of rough-surfaced building blocks. Combination ceiling-roof was a big cost-cutter.

ings forms the administrative center. Here are located the principal's office, the nurse's office, the teachers' room and a small kitchen.

Especial note must be made of the teachers' room. Here the individual teacher can relax comfortably for a refreshing rest at mid-day. Here he has a place, other than his desk, to which he can go for lunch (hot meals can be prepared in the adjoining kitchen), and for a complete change of outlook.

The teaching staffs of both schools agree that they would rather forego any other feature of the buildings than give up their new Teachers' Rooms. We feel it is an investment that has already more than paid for itself.

Miss Brooks says, "The building is built for children." Nowhere is this more true than in the kindergarten, for these small children are experiencing their first separation from home, and we tried to make the transition as easy as possible. The typical slanting ceiling was lowered to give a "homey," informal

atmosphere and all furniture and fixtures are scaled to size.

The location at the end of one corridor permits two walls to be almost entirely of glass and literally brings the outdoors into the room. Further, this location provides the kindergarteners with their own fenced-in playground, which can be entered only from their own room.

Easy to clean and maintain, say custodians

In addition to the above major features of our new buildings, we are particularly well pleased with the many well-sheltered entrances and exits which have been provided. These average about one door per classroom and eliminate any traffic problems. The buildings are easy to clean and maintain and the custodians like them.

The children's washrooms are well located and well equipped to handle their heavy loads. The lockers for children's clothes are adequate and well arranged. Teachers, parents and administration feel the schools repre-

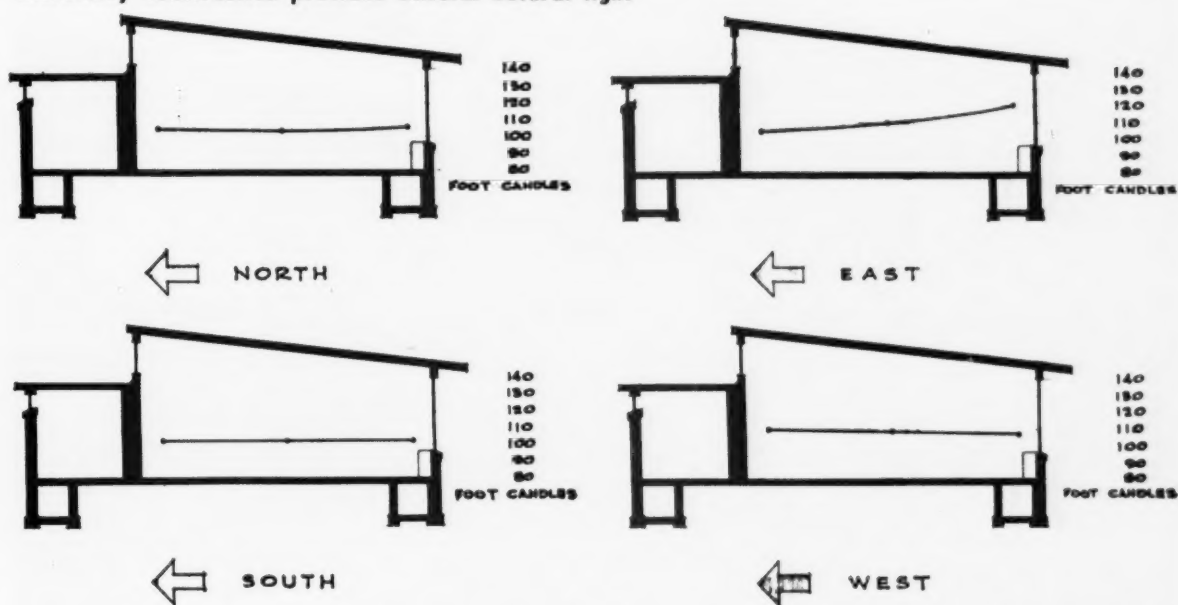
sent a remarkable achievement for the amount they cost.

Thus far I have simply described our new elementary school buildings. Now I want to explain briefly how we were able to build these complete modern buildings for an average cost of less than \$20,000 per classroom. For the technical part of this explanation I am indebted to Smith, Voorhees and Jensen, our architects.

The first major reduction in cost was in the currently popular concrete slab type foundation, with a minimum of expensive excavation and below-ground construction. The small basement space in these buildings is practically confined to the heating plants. This policy was agreed upon because for a given amount of money more usable space can be provided above than below ground.

Our next major reduction in cost was in the structural frame which supports the roof with no additional internal or external load bearing supports. This allowed walls of 4" brick, 2" dead air space for insulation, and

Clerestory construction provides uniform natural light



These cross-sections show that no matter how classroom is oriented, clerestory design provides substantially even illumination from natural light at any distance from windows. In conventional classrooms, footcandle reading is often too high at windows, sloping down to a substandard figure in areas farthest from windows. Supplementary artificial illumination consists of three double rows of 40-watt, low surface-brightness fluorescent tubes. Using drapes and artificial light, instructor can balance artificial and natural light to maintain a constant level of illumination. Natural light level is high, so that even with more rooms and better light, lighting bills run under former levels.

8" lightweight aggregate (Waylite) building blocks. Partitions are of Waylite blocks.

Unfinished walls have acoustical properties

Thus we achieve weatherproofing and insulation in a handsome exterior wall and a ready-made interior wall of coarse, sound-deadening surface which needed only painting to finish it. It eliminated the need for further expensive interior finishing and additional expensive acoustical treatment.

The third major reduction in cost is in the design of the combination ceiling-roof, with the ceiling of the rooms forming the structural roof of the building. We used wood frame in the Lincoln school and steel frame in the Lela Howland school. (The wood construction proved somewhat more economical than the steel or we would have used steel in both buildings.)

With the wood frame, we used 2" x 6" roof decking. The interior of this decking is beveled for appearance and the exterior is covered with

2" insulation and a standard built-up roof, with a 20-year bond.

In the case of the steel frame we were able to use Cemex for the unfinished combination interior ceiling and exterior roof. The acoustical properties of the Cemex reduce the noise level in the halls and classrooms of the Lela Howland school, but construction costs were slightly higher than with the wood frame.

The splendid efficiency of the new heating systems is evident when we check the cost figures on the Lela Howland school, which we have occupied long enough to give us comparative figures. We have more space than in our old building, but with gas heat instead of coal, we heat the new school for about 65% of the cost to heat the smaller building. In the case of the newer Lincoln school we estimate that costs will be similarly low.

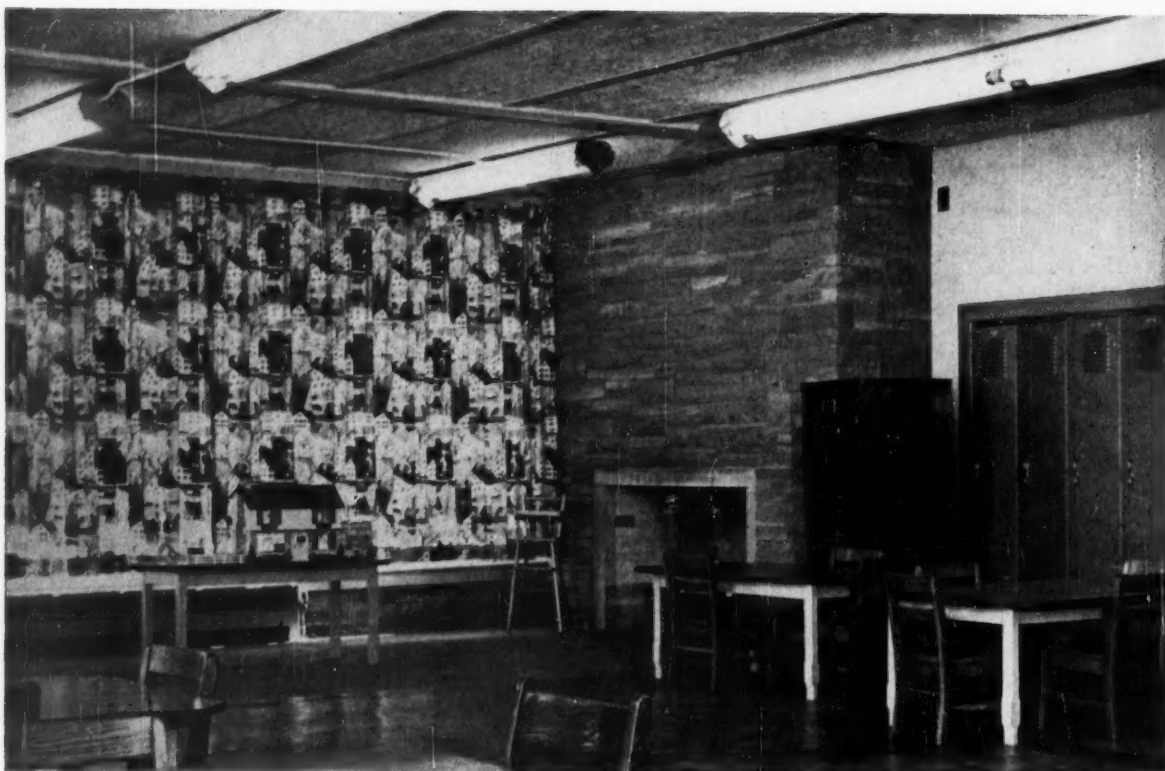
The unusual heating system built into these schools is illustrated in the accompanying sketch which shows the tunnel system, the floor-warming effect, and the long convectors un-

der each of the main, low-level windows. We feel that the design of this system has had as much to do with these important economies as the switch from coal to gas, and we are already budgeting reduced expenditures for heating needs.

In the case of supplementary artificial light, no expense was spared to provide plenty of the best light obtainable. In each classroom there are three double rows of 40-watt, low-surface-brightness fluorescent tubes, 5'-02". These are relatively expensive installations, but they were considered essential to the well-being of the children.

Lighting better, lighting bills lower

However, the high level of natural light reduces the consumption of electricity for artificial illumination. Actually our lighting bills for the Lela Howland school in March and April of 1952 were only 90.5% of the cost for the old school in the same months of 1951. This is an indication that even with more rooms



Each kindergarten has an enormous stone chimney and room-width hearth which provides a natural story-telling area. The typical slanting ceiling was lowered for an informal atmosphere. Location at the end of one corridor permits having two walls almost entirely of glass, thereby keeping active kindergarteners from feeling shut in. Consideration for the habits of small children is also shown in the radiant floor heating, private, mite-sized toilets built into each kindergarten.

and better light, costs are running substantially under former levels.

Our new 2,000 seat gym is living up to every expectation. One man handles the collapsible seats with no trouble. The acoustics are exceptionally good with no "dead" spots, and the lighting is excellent with no reflections and no shadow problem.

The shop building provides space for the splendid equipment which we had in storage pending its completion, and permits us to offer a full curriculum in agricultural and mechanical vocational training. The Waylite walls and Cemex ceiling afford enough sound deadening to make them quiet, and pleasant.

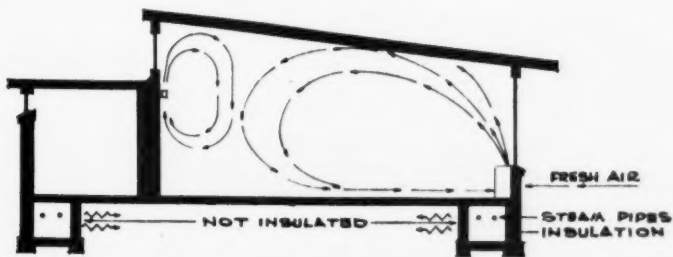
This is one of our most remarkable achievements. We completely replaced our old heating system for the high school, and we are now heating the high school *plus* the new shop building *plus* the new gymnasium at the same cost as heating only the high school with the old plant.

Eagle Grove's rebuilding project seemed like a million-dollar job—they needed two new elementary schools and a new gym, shops and heating plant for the existing high school. But statutory limitations on bond issues meant they'd have to keep costs to under \$600,000. With the help of enterprising architects, they did it—below are cost breakdowns on the individual buildings. (All costs exclusive of land, equipment and architect's fees.)

LELA HOWLAND ELEMENTARY SCHOOL

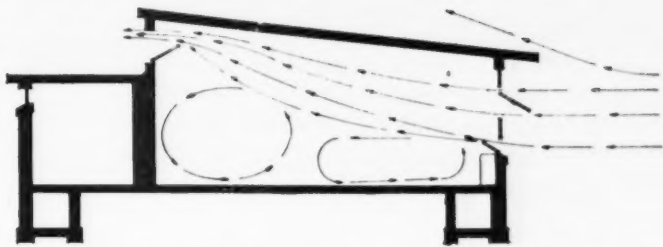
Total cost including:		percent of total
General Contract	\$ 91,267.00	71.3%
Wrecking Contract	585.00	.5
P. H. & V. Contract	27,297.00	21.4
Electric W. & Fixtures	8,700.00	6.8
	\$127,849.00	100.0%
12,542 sq. ft. including porches and		
entrys	\$10.20/sq. ft.	
148,790 cu. ft. including porches and		
entrys	\$90.86/cu. ft.	
Per room cost including play room	\$15,900.00	
Per pupil cost based on 210 pupils	\$610.00	

Natural heat circulation



Rising warm air from the long steam convectors under the lower level main windows automatically follows the upward incline of the ceiling and creates a gentle circulation with no stationary levels of cold, warm and hot air. Cold air draining from the windows is warmed as it passes the radiators and is kept from forming a blanket of cold air on the floor.

Natural air circulation



Natural circulation is supplemented by fans in every room and by the major exhaust fan located above the intersection of the two main corridors. Various combinations of open windows at the upper and lower levels, with and without the fan, provide any desired amount of circulation.

LINCOLN ELEMENTARY SCHOOL

		percent of total
Total cost including:		
General Contract	\$124,667.00	70.2%
P. H. & V. Contract	39,798.00	22.3
Electric W. & Fixtures	13,328.00	7.5
	<u>\$177,493.00</u>	<u>100.0%</u>
19,470 sq. ft. including porches and entries	\$ 9.10/sq.ft.	
Per room cost including play room.....	\$14,775.00	
Per pupil cost based on 360 pupils.....	\$493.00	

EAGLE GROVE GYMNASIUM

Total cost including:	
General Contract	\$102,280.00
P. H. and V. Contract	21,984.00
Electric W. & Fixtures	5,658.00
	<u>\$129,922.00</u>
13,000 sq. ft.	\$10.00/sq. ft.
2,000 seats	\$6.50/seat

SHOP BUILDING

Total cost including:	
General Contract	\$47,828.00
P. H. and V. Contract	16,000.00
Electric W. & Fixtures	6,482.00
	<u>\$70,310.00</u>
8,930 sq. ft.	\$7.78/sq. ft.

BOILER HOUSE

Total cost including:	
General Contract	\$ 6,538.00
P. H. and V. Contract	21,000.00
Electric W. & Fixtures	6,482.00
	<u>\$34,020.00</u>

Specifications for Eagle
Grove's low-cost new
school buildings are out-
lined on the next page: ➤

Outline Specifications

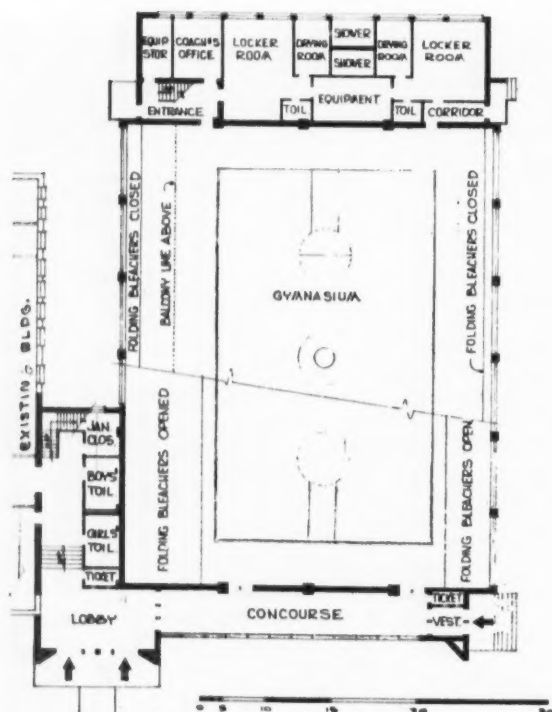
Says Eagle Grove Superintendent of Schools Robert W. Gibson, "We wound up with better schools than we had expected, and they cost us far less than we had expected." Here are brief specifications for these modern, low-cost buildings:

LINCOLN ELEMENTARY SCHOOL

1. Footings—concrete.
2. Foundations—Basement area, concrete; other areas, concrete block and brick.
3. Column foundations—concrete.
4. Structural frame—Wood columns and glued laminated perlns and beams.
5. Exterior walls—Brick with waylite block back-up and stone.
6. Roof deck—2" x 6" tongue and groove wood.
7. Roof—Built-up, pitch and gravel, twenty-year bond.
8. Windows—Steel intermediate projected.
9. Interior partitions—Waylite block painted and common brick unpainted.
10. Interior trim—Birch finished natural.
11. Chalkboards—Slate.
12. Finish floors—Asphalt tile.
13. Lockers—Steel.
14. Lighting—Low brightness fluorescent.
15. Heating—Steam with classrooms unit ventilators, finn tube, and convectors.

LELA HOWLAND ELEMENTARY SCHOOL AND SHOP

1. Footings—concrete.
2. Foundations—Basement area, concrete; other areas, concrete block and brick.
3. Column foundations—concrete.
4. Structural frame—Steel columns and beams.
5. Exterior walls—Brick with waylite block back-up and stone.
6. Roof deck—Cemex on Tee-bulb rails.
7. Roof—Built-up, pitch and gravel, twenty year bond.
8. Windows—Steel intermediate projected.
9. Interior partitions—Waylite block painted and common brick unpainted.
10. Interior trim—Birch finished natural.
11. Chalkboards—Slate.
12. Finish floors—Asphalt tile.
13. Lockers—Steel.
14. Lighting—Low brightness fluorescent.
15. Heating—Steam with classroom unit ventilators, finn tube, and convectors.



GYMNASIUM

1. Footings—Concrete.
2. Foundations—Concrete block.
3. Column foundations—Concrete.
4. Structural frame—Steel columns, wood bowstring trusses, steel balcony framing.
5. Exterior walls—Brick with waylite back-up.
6. Roof deck—Wood joists and deck.
7. Roof—Built-up, asphalt and felt, twenty-year bond.
8. Windows—Steel intermediate projected.
9. Interior partitions—Waylite block painted and roman brick.
10. Floor—Maple, concrete and asphalt tile.
11. Interior trim—Birch finished natural.
12. Lighting—Incandescent.
13. Heating—Steam, cast iron radiation, power ventilation.

New gym addition to existing high school seats 2,000. Collapsible seats are handled by one man.



This library could serve as a classroom temporarily, but its modern library program couldn't be housed in a former classroom. If economy makes your school library-less, try to include a library-shaped space.

Physical Requirements of the Elementary School Library

by JAMES W. TYLER

THE LIBRARY has come to be recognized as the center of the instructional program in the modern elementary school. The functions of the library have multiplied in recent years to include providing for all types of learning materials for pupils and teachers—not just books, training children to make effective use of the simple tools of research, and acting as a distribution point for an ever-increasing supply of teaching materials.

In view of the expanding concept of the role of the elementary school library, it is not surprising that many older buildings do not provide adequate space for a modern library program. It is, however, distressing to find similar physical handicaps in newer school buildings.

In response to the constant pressure for additional classroom space, the library in many new buildings has been sacrificed entirely. This will likely prove to be a costly expedient. The physical limitations of a com-

pleted school building are severe indeed.

An unstocked library can be stocked with new and interesting materials, an untrained librarian can be trained, but once a building is constructed the provision of satisfactory library space is most difficult. When it is necessary to yield to expediency in planning the elementary school, the library should be projected in view of the envisioned program and used as a classroom temporarily.

As shown subsequently the reading room of the library should be larger than a classroom. This makes preplanning essential.

Reading room should hold one-and-one-half classes

Based on an enrollment of thirty pupils per classroom the library reading room should accommodate approximately fifty pupils. This permits one full class to use the library without prohibiting its use by individuals

Mr. Tyler is principal of Yorktown Elementary School, Arlington, Virginia. His article is endorsed by the Committee for Elementary School Libraries, American Association of School Librarians.

Outline Specifications

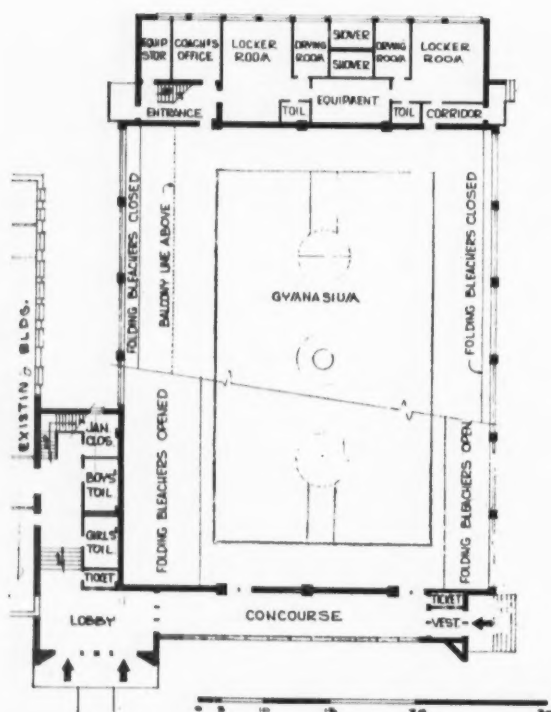
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1. Footings—concrete.
2. Foundations—Basement area, concrete; other areas, concrete block and brick.
3. Column foundations—concrete.
4. Structural frame—Wood columns and glued laminated perkins and beams.
5. Exterior walls—Brick with waylite block back-up and stone.
6. Roof deck—2" x 6" tongue and groove wood.
7. Roof—Built-up, pitch and gravel, twenty-year bond.
8. Windows—Steel intermediate projected.
9. Interior partitions—Waylite block painted and common brick unpainted.
10. Interior trim—Birch finished natural.
11. Chalkboards—Slate.
12. Finish floors—Asphalt tile.
13. Lockers—Steel.
14. Lighting—Low brightness fluorescent.
15. Heating—Steam with classrooms unit ventilators, fin tube, and convectors.

LELA HOWLAND ELEMENTARY SCHOOL AND SHOP

1. Footings—concrete.
2. Foundations—Basement area, concrete; other areas, concrete block and brick.
3. Column foundations—concrete.
4. Structural frame—Steel columns and beams.
5. Exterior walls—Brick with waylite block back-up and stone.
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9. Interior partitions—Waylite block painted and roman brick.
10. Floor—Maple, concrete and asphalt tile.
11. Interior trim—Birch finished natural.
12. Lighting—Incandescent.
13. Heating—Steam, cast iron radiation, power ventilation.

New gym addition to existing high school seats 2,000. Collapsible seats are handled by one man.



This library could serve as a classroom temporarily, but its modern library program couldn't be housed in a former classroom. If economy makes your school library-less, try to include a library-shaped space.

Physical Requirements of the Elementary School Library

by JAMES W. TYLER

THE LIBRARY has come to be recognized as the center of the instructional program in the modern elementary school. The functions of the library have multiplied in recent years to include providing for all types of learning materials for pupils and teachers—not just books, training children to make effective use of the simple tools of research, and acting as a distribution point for an ever-increasing supply of teaching materials.

In view of the expanding concept of the role of the elementary school library, it is not surprising that many older buildings do not provide adequate space for a modern library program. It is, however, distressing to find similar physical handicaps in newer school buildings.

In response to the constant pressure for additional classroom space, the library in many new buildings has been sacrificed entirely. This will likely prove to be a costly expedient. The physical limitations of a com-

pleted school building are severe indeed.

An unstocked library can be stocked with new and interesting materials, an untrained librarian can be trained, but once a building is constructed the provision of satisfactory library space is most difficult. When it is necessary to yield to expediency in planning the elementary school, the library should be projected in view of the envisioned program and used as a classroom temporarily.

As shown subsequently the reading room of the library should be larger than a classroom. This makes preplanning essential.

Reading room should hold one-and-one-half classes

Based on an enrollment of thirty pupils per classroom the library reading room should accommodate approximately fifty pupils. This permits one full class to use the library without prohibiting its use by individuals

Mr. Tyler is principal of Yorktown Elementary School, Arlington, Virginia. His article is endorsed by the Committee for Elementary School Libraries, American Association of School Librarians.

and small groups of children working on special projects.

The recommended space requirement of twenty-five square feet of floor space for each reader sets the square footage for the reading room at 1,250. A useful rule of thumb method for determining the size of the reading room is to multiply the classroom size by one and one-half.

Adequate shelving for books should be provided in the reading room. Standard shelving is 8" deep and in 3' sections. Some deeper shelves should be provided for larger books. The bottom shelf should be within 4" to 8" of the floor and the top shelf should not exceed 5'6" in height. The bottom shelf should

newspaper racks, stools, bulletin boards, and legal size files.

Adequate work and storage space should be provided for the librarian outside the reading room. Use of any portion of the reading center as work space distracts the readers and makes the room a less desirable place.

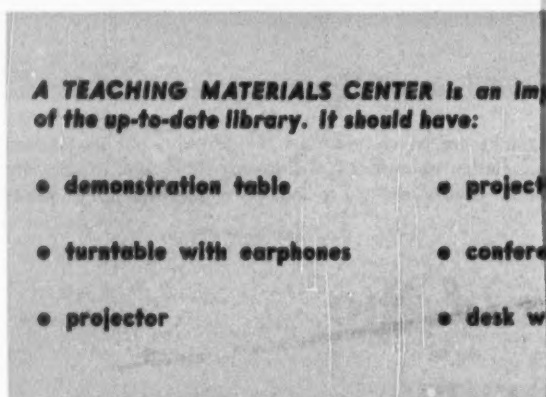
The work room should be equipped with an electrical outlet, a sink and running water, work tables, chairs, shelving, a short stepladder and a typewriter. Shelf space for storage of reading materials not in current use should be provided in the work room.

The office

permanently stored in the building. An inventory of the aids currently belonging to the school plus a liberal allowance of space for future development will furnish an idea of space needs for this purpose. Storage space should be provided for films, filmstrips, recordings, projectors, radios, tape recorders, maps and posters.

Separate space for loaned, rented materials

The second type of equipment which must be provided for is that



be tilted slightly to facilitate the reading of book titles from a standing position. A retaining strip will prevent books from sliding.

The amount of shelf space needed will depend upon the number of books to be housed in the reading room. The standard space allowance is eight books per linear foot of shelving.

Child-size tables, chairs, charging desk

The reading center should be equipped with tables and chairs of varying heights to provide for the wide range in size of the children who will be using the furniture. A browsing nook such as an upholstered, built-in window seat will help to create a feeling of comfortable informality and tend to make the reading room a more popular place.

A circulation desk of proper height for checking out materials to children should be located near one end of the reading room. Other equipment needed in the reading room will include card catalogs, magazine and

many elements be combined in a storage room, chair, letter station of low-height professional book

One or more with glass partitions under the supervision of the librarian is most desirable. The number of conference rooms needed will depend on the size of the school and the type of instructional program planned.

Conference rooms should not contain more than 200 square feet of floor space unless definite activities requiring a larger room are planned. Each conference room should be equipped with a table, six chairs and one or two sections of shelving.

The teaching materials or audio-visual center is the newest phase of the library program. Teaching aids other than books and magazines are housed in this area. Space should be provided for handling two types of equipment.

The first type is that which is

PAC MISS

for school buildings and equipment, discusses requirements for libraries in the 1949 and 1953 editions of its *Guide for Planning School Plants*.

Such requirements pertain to the reading center, work and storage space, librarian's office, conference rooms, and the audio-visual materials center. Those requirements have been accepted and reiterated by many state departments of education.

The suggestions in this article may be helpful to the architect, the administrator and the librarian whose task it is to plan cooperatively library quarters for the future generations of children. Even when we have done the very best we know how to do, our product may soon be antiquated. Do we dare do less?



EDUCATIONAL PLANNING

Tools for learning

GES SING

Most jobs require some tools. The better the tools for the job, the better the job can be done. Teaching and learning require tools. Some of the important tools for these purposes are usually called "instructional materials."

One task of administration is to assist teachers and pupils in developing and using good instructional materials. This is not an easy assignment. The articles which follow describe the purposes of instructional materials, some ways by which schools and communities develop materials, and the specific tasks required of teachers and administrators. The editors hope that our readers will find these descriptions helpful in their development of better tools for learning.



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Separate space for loaned, rented materials

The second type of equipment which must be provided for is that which will be received on a temporary loan or rental basis. The amount of space required for the storage of rental materials will not be large, but such space should be separate from that for storage of permanent materials.

In addition, the teaching materials center should be equipped with a demonstration table, a turntable with earphones, and a projection screen. Ordinarily the teaching materials center will not be used for class instruction or exhibition. It should, however, be provided with a 3' x 5' conference table, and a desk with a shaded lamp to facilitate note-taking while previewing films.

The preceding space requirements have been enumerated with a complete awareness of the need for individuality in the planning of the library facilities in each building.

Check school construction council for standards

The National Council on Schoolhouse Construction, a most influential organization in regard to standards for school buildings and equipment, discusses requirements for libraries in the 1949 and 1953 editions of its *Guide for Planning School Plants*.

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A TEACHING MATERIALS CENTER is an important part of the up-to-date library. It should have:

- demonstration table
- projection screen
- turntable with earphones
- conference table
- projector
- desk with shaded lamp

be tilted slightly to facilitate the reading of book titles from a standing position. A retaining strip will prevent books from sliding.

The amount of shelf space needed will depend upon the number of books to be housed in the reading room. The standard space allowance is eight books per linear foot of shelving.

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A circulation desk of proper height for checking out materials to children should be located near one end of the reading room. Other equipment needed in the reading room will include card catalogs, magazine and

many elementary schools may well be combined with the work and storage room. In any case a desk, chair, letter size office file and a section of low-height shelving for professional books are needed.

One or more conference rooms with glass paneling to facilitate supervision of conference room activities by the librarian is most desirable. The number of conference rooms needed will depend on the size of the school and the type of instructional program planned.

Conference rooms should not contain more than 200 square feet of floor space unless definite activities requiring a larger room are planned. Each conference room should be equipped with a table, six chairs and one or two sections of shelving.

The teaching materials or audio-visual center is the newest phase of the library program. Teaching aids other than books and magazines are housed in this area. Space should be provided for handling two types of equipment.

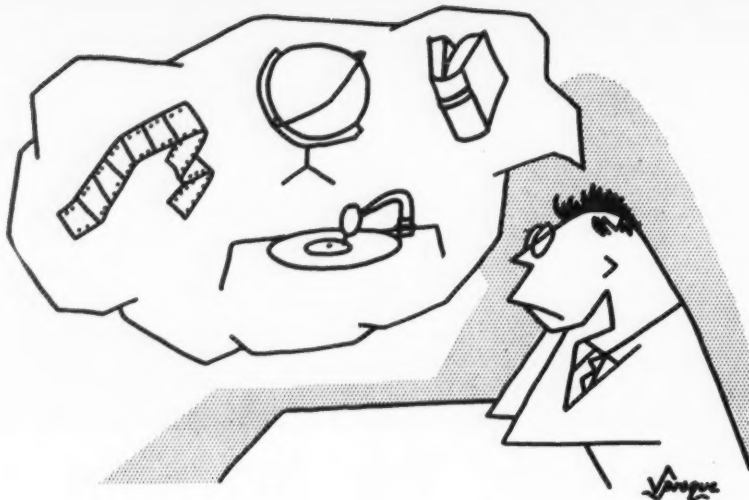
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As important as the supply of instructional aids, is the provision for easy access to them by the too-frequently overlooked teacher. A noted educator suggests some coordinate measures.

Provide the Tools, but Don't Forget the Teacher

by AMO DeBERNARDIS

E DUCATION, like industry, has developed new tools. It has learned much about the type of facilities needed for effective teaching and learning. Yet today, most schools do not have ready access to an adequate supply of efficient teaching resources. If teachers are to be expected to do their best work, then they must be supplied with up-to-date and efficient tools, materials and resources.

What, then, are some of the basic elements of an effective instructional resources program?

Availability: Teaching aids must be readily available. Teachers cannot be expected to order materials a year in advance of the date they want to use them. Within reasonable limits, books, films, filmstrips, exhibits, models and equipment should be accessible on at least two weeks' notice.

Distribution: An effective system for obtaining materials and equipment should be planned. Too often, teaching aids are not used because a dependable plan for delivering aids to the right place at the right time to the right teacher has not been developed. Teachers are busy people and cannot be expected to use their energies picking up and delivering materials.

Centralized Service: It is easier on the user of materials if one person in the school or system is responsible for curriculum aids and resources. Size of school should not be the controlling factor here; efficient service to the classroom is the guiding principle.

Maintenance: Teachers have a right to expect teaching materials to be in a good state of repair, be they books or motion picture projectors. Some system for keeping materials and equipment in repair must be de-

vised if teachers are to make fullest use of instructional aids.

Facilities: Materials like motion pictures, slides and recorders require screens, room darkeners and electric outlets. Not to be overlooked in facilities for instruction are sinks, filing equipment, and adequate space for exhibits, displays and tackboards.

Assistance: Teachers need and want help in locating and using instructional materials and equipment. This assistance will range from helping the teacher locate a suitable pond for marine life to showing him how to operate the microprojector. The mere fact of making the help available is not enough—a spirit of rapport and a permissive attitude is the real key to success.

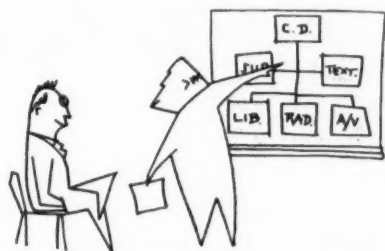
It is rather easy to talk about what should be done to provide teachers with adequate facilities and resources. The crux of the problem is: How can a school attack the problem in a constructive manner? Too often the smaller system feels it cannot do anything about materials or services because of budget or staff limitations. The larger system usually has made a good start toward bringing the problem into clearer focus. However, the fact still remains that most teachers do not have adequate materials and equipment to do their best work. What then can be done within the existing framework of the school to help develop better material services and classroom facilities? Here are a few suggestions for providing teachers with needed resources.



Allow Teachers to Participate: Anything gains in importance to a person if he has helped in its creation.

Mr. DeBernardis is Director in charge of Instructional Materials for the Portland, Oregon, Public Schools. This past year he has been on leave in New York as an educational research director for Hill and Knowlton, Inc., to develop instructional materials on the iron and steel industry.

Teachers like to be asked their opinions on matters concerning school policy, buildings, curriculum and materials. Involve teachers in the preview and selection of new materials. If new furniture or equipment is to be purchased, ask teachers to serve as a committee to help set standards. They can contribute much by suggesting needed facilities in the proposed new or renovated classroom. Not only should the teachers share responsibility in selection and appraisal, but there should be a follow-up to let them know the result of their work. This sharing of results is often overlooked in the haste to get a job done.



Coordinate Staff Efforts: In every school there is some overlapping of responsibility in regard to teaching materials. This is especially true in the larger systems where specialists are delegated the responsibility for definite types of materials and services: librarians to handle books, supervisors to handle audio-visual and radio materials, and another specialist to supervise textbooks and classroom supplies. In actual practice the work of these departments is concerned with helping teachers do a better job in the classroom. The ideal situation would be to coordinate these services under the curriculum department. Coordinated policies in a school or system for selection, purchase, distribution and maintenance will make for far more efficient use of the various teaching resources.



Provide Essential Information: Not only must teaching materials be available, but teachers must know about them. Bulletins, handbooks, catalogs and card files are essential. Not to be overlooked, however, is the creation of a school or district center where teachers may go to look for needed resources. This center need not be elaborate, but it should be attractive and conveniently arranged so that the teacher or the student can easily locate what he desires. It should be more than a storehouse for books, films and equipment—its atmosphere should give the teacher a feeling of being part of the center. He should look upon it as an integral part of his classroom. The size of the center or the amount and variety of instructional aids will not necessarily determine its efficiency or effectiveness. How the teachers react to the emotional tone of the place is what really counts.



Survey Existing Resources: In the haste to obtain new teaching aids, many schools overlook materials already in the school. Mr. Jones may have the map which Mrs. Smith could use if only she knew of its existence. The social studies class discussion on Korea would be much more interesting and informative if they knew that Mr. White had a fine set of slides taken in that country. And so it goes; every school has many valuable material and human resources for instruction if they can only be brought to light.

One way of attacking this problem would be a co-operative survey of resources available within the school and the district and ultimately the community. To be effective, this type of survey must be kept up to date. New materials will be added while others will be deleted. In making the survey no aspect should be overlooked: the classroom, the school attic, the janitor's closet and even the principal's office may produce materials which can be used for instruction.



Expand Sources of Materials: Every school has a potential for producing teaching tools which is rarely tapped—the students themselves. This is especially true at the secondary and adult levels. Classes in art photography, printing, creative writing and radio and TV production can assist in providing many needed classroom materials. Excellent sets of slides, picture sets, tape recordings and some motion pictures have been produced by student groups. The art class and shop class can contribute effective dioramas and exhibits; science students can prepare specimens and collections. This area of student-produced instructional materials, which has not been explored to any depth, has the further advantage of providing valuable educational experience for the student himself.

The instructional materials program of a school system is a very important part of its educational effort. Teachers, if they are to do their best work with boys and girls, need the efficient tools and facilities which modern technology has produced. However, the materials aspect of a school or system should not be an entity in itself. The person or persons concerned with the overall program of instruction should make the teaching resource services an integral part of the curriculum development program. For only by coordination and cooperation of all people concerned with education can the most effective school curriculum be developed.



Schools' a-v representatives meet with library committee . . . a-v coordinator reviews exhibits from students, teachers . . .

Tools from the County Office to the County's

by CECIL D. HARDESTY

IN MODERN EDUCATION, it is considered important that teachers have available for classroom use a variety of instructional materials. These include books, objects, periodicals, three-dimensional materials, films, filmstrips, recordings, and radio and television.

Yet factors such as district and school size, economic level of the community, and location of the school would create great discrepancies in the availability of these materials if adjustments upwards were not effected by such measures as state aid and county-level services to school districts.

In the area of instructional materials this is quite evident. How many small rural multi-graded schools could afford even textbooks—to say nothing of needed audio-visual and enrichment materials—if they had to depend on their own resources alone? How many middle size districts could afford to acquire the variety of materials which a regional or county pooling system makes available for them? In fact none but the largest city school systems are capable of maintaining the full variety and quantity of instructional materials needed for good teaching in today's schools.

In varying degrees, most school districts depend on the services available from the office of the county superintendent of schools, which is an administrative unit of a size sufficient to provide the materials and assistance which districts need for supplementing their own resources to the point where their programs are reasonably complete.

Equally as important as having instructional materials available is having assistance in their selection and use. Individual teachers and administrators benefit from the sharing of knowledge and skills which the county office facilitates. An ongoing program of coordination, in-service education, and local and county-wide curriculum

development leads to better selection, utilization and, in some cases, local production of instructional materials.

Sources of instructional materials

In San Diego County, instructional materials are provided through two departments of the County Superintendent's Office: School Library Service and Audio-Visual Service. Library books and audio-visual materials are stored separately at the County Schools service center, but all materials are cataloged by a single catalog unit, and are shipped together by truck to each school on a weekly delivery schedule.

Basic textbooks are provided by the State of California for elementary schools, on an average of eight textbooks per pupil. These are received directly from the State Department of Education by the school districts, and are not handled by School Library Service. The books provided by the County Office to contracting school districts constitute an *enrichment* program rather than a basic program. Elementary districts not contracting for School Library Service, and high schools and junior high schools, purchase their own books to supplement the state program. Schools are also encouraged to purchase some basic audio-visual materials of their own.

Supplementary books and audio-visual materials are procured by the County Office from commercial concerns. The State education guidebook and county courses of study serve as guides in determining the content of instructional materials to be purchased. Some materials of a local nature, not available commercially, are produced by Audio-Visual Service. Mobile shop units operated by the County Office cooperate with districts in holding workshops for preparation of materials for kindergarten, reading readiness, quiet time, and arithmetic activities. Local and county-wide workshops help teachers to prepare resource units, and district and county-wide curriculum committees produce courses of study and curriculum guides.

The County Office assists teachers and administrators in securing other enrichment materials by keeping the districts informed of the many community resources available to them.

All materials purchased by School Library Services, and by elementary districts other than city districts, must be approved by the County Board of Education according to the California Education Code. This is one reason

Mr. Hardesty is Superintendent of Schools in San Diego County, Cal. He was assisted in the preparation of this article by Jens Hutchens, assistant superintendent of curricular services; Edna Ziebold, library service coordinator; Raymond Denno, audio-visual service coordinator; and William Mann, editorial coordinator—of San Diego County Office.



county office delivers materials to each school . . . to supply San Diego County's classrooms with tools for learning.

Classrooms

why selection is of major importance. The books, and all other instructional materials, are selected on the basis of recency, authority, suitability of content and concept for the level of intended use, value to the curriculum, type of presentation and quality of the physical features.

In San Diego County, teachers, administrators and pupils participate in the selection and evaluation of materials. Several techniques have been developed to improve selection methods. At the district level the problem is approached through faculty meetings, curriculum committees, local institute meetings and workshops, with leadership being provided by both district and County Office personnel. In addition, the County Office has leadership responsibilities to several groups which are county-wide in scope and which play an important part in the materials selection program. Among these groups are the following:

The Curriculum Planning Committee: which is composed of teachers, administrators, school trustees and PTA members representing each of the 63 school districts in the county. As an over-all planning body for curriculum development, this organization works on many aspects of course-of-study preparation and instructional materials selection.

Curriculum Area Planning Committees: these are the working subcommittees of the committee above in the areas of school library and audio-visual services, science, music, art, homemaking, mathematics, guidance-attendance, social studies and gifted children. Each has responsibilities for implementing the selection of instructional materials in its area.

County-wide Institutes: each institute program has section meetings which are concerned with the reviewing and selection of materials.

Audio-Visual Building Representatives: each school in the county has one person, the principal or a teacher, who is responsible for coordinating its audio-visual program. These audio-visual building representatives, through individual and group actions, assist in identifying the instructional materials needs of teachers.

Rural Teachers' Clubs: the several rural teachers' clubs in the county hold monthly meetings in the districts at which time materials are discussed and evaluated.

Role of the curriculum coordinator

The California Education Code requires the County Superintendent of Schools to provide supervision service

San Diego County Schools library and audio-visual services provide assistance as well as teaching aids in a county-wide instructional materials program



San Diego County Schools photos

to school districts with less than 900 average daily attendance. Larger districts may contract for this service. Curriculum coordinators, working in the districts, help teachers and administrators to identify local needs and to select and use the instructional materials available from the County Office. These coordinators, working directly with the total instructional program of a district and having a knowledge of the materials resources of the County Office, serve as the link bringing children and materials together. Well-organized programs of in-service education, workshops, local grade-level meetings, and individual consultations with teachers and administrators are some of the means by which coordinators perform this function.

In summary, it may be said that the improvement of quality, quantity, and use of instructional materials throughout the San Diego County schools is dependent on the continued participation of teachers, pupils, administrators, lay citizens and County Office personnel in cooperatively developing the educational program.



"Our World Today," a panel discussion program, is telecast each week by a local station. The panel is composed entirely of Atlanta high school students; the project is sponsored by the *Atlanta Journal* and University of Georgia.



Atlanta emphasizes education for democracy in studies of local, state and national government. Television brought Washington close to home for these youngsters last January as they watched President Eisenhower being inaugurated.



Community Tools Enrich the School

In Atlanta, business and education work together: teachers visit business concerns and business comes to the schools. Below, two students interview a community hardware store proprietor to seek information on tools, seeds and fertilizers.

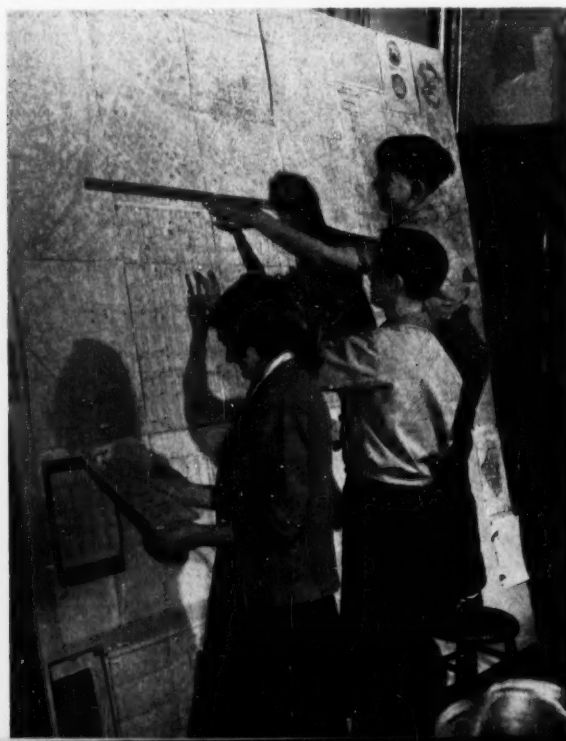
by IRA JARRELL

Superintendent of Atlanta City Schools
Atlanta, Georgia

SINCE THE FUTURE of our community is dependent upon the education of our youth, we must provide for their education not merely in terms of books, credits and diplomas, but also in terms of living and of preparation for future living.

Education for citizenship in a democracy should hold a foremost place in the programs of all schools today. Every child should experience a broad and balanced education which will prepare him to assume the full responsibilities of American citizenship and at the same

These high school students are studying pupil population of their school community. After plotting residence locations on the city map and interviewing lay and business citizens, they summarized their findings in a class report, "My Community."





Dental clinics, set up in the school buildings, are projects of Atlanta's various community councils in cooperation with the schools. The Atlanta Council of parent-teacher associations also works actively with the Board of Education.



School committee plans eighth-grade community citizenship course with the help of Up Ahead, prepared by the Metropolitan Planning Commission, which forecasts city trends, public facility needs and suggests land-use plans.

time give him ample opportunity for personal growth and social usefulness.

It is our aim to see that the Atlanta community school is a laboratory for democracy, serving a "community" within a population area, providing an educational program planned to fit the needs of that community, particularly of its youth. Our philosophy has its roots firmly entrenched in the agreements that have been reached through the cooperative endeavors of professional school personnel, the laymen of Atlanta and the students in our own schools.

We are indeed fortunate in receiving invaluable assistance from such agencies as the Educational Committee of the Chamber of Commerce, the Metropolitan Plan-

ning Commission and the various community councils within the city. We owe a special debt of gratitude to our various parent-teacher organizations throughout Atlanta. We are also able to interpret our program to the people because of the generous space which our newspapers and radio and television stations allot to us as a public service.

We shall continue to strive, as the accompanying pictures illustrate, to provide a program rich in opportunities for active pupil-teacher-parent participation, drawing not only on the total resources of the schools but also on the overall community resources.

Our schools are successful because they are community schools.

These two youngsters are studying the effects on traffic of Atlanta's new expressway. Because of the complex problems involved in the operation of a large city, Atlanta students feel they should know as much as possible about their community. Not only have they profited from a thorough knowledge of community resources, but they have also grown from the analyses they have made concerning such community problems as traffic, water supply, tax structure and police protection.



With more imagination than money, more hope than time, Schenectady's adult education division has developed a television and radio series designed to give its citizens a clearer picture of public affairs. Their 10-year experiment may suggest some guiding principles for administrators who hold that:

In Adult Education, It's Mass Media Tools

by KATHRYN RICH

THE CONTENTION that the adult public must keep on learning if we hope to keep up with and solve the problems of modern life is rarely disputed. Nor is there much question that radio and television offer tremendous opportunities for making such learning readily available to practically the entire American public. But beyond this there is disagreement as to what constitutes good public education via mass media, how it should be presented, and whose responsibility it is to provide it.

Over a period of ten years, the Division of Adult Education in the Schenectady Public Schools has experimented with this type of education in the public affairs field. These experiments have been only a part of the total program in adult education, and indeed only a part of the program in public affairs.

It should be noted that opportunism has been a determining factor. We are totally dependent on the generosity of local stations for time; we have to use such facilities and personnel as are available and supplement our already overburdened staff with the help of able and cooperative volunteers. We have never been able to draft a plan for an ideal program, prepare a budget, choose an ideal time of day, or think in terms of costly procedures and aids. Instead we have to take such opportunities as occur.

In these ten years we have undertaken five different radio series. One was a 13-week transcribed series produced out-of-town. All of the others have been locally produced with local people as participants. One series of 15-minute live programs used an oblique approach to public affairs and community responsibilities and featured interviews with representatives of local groups.

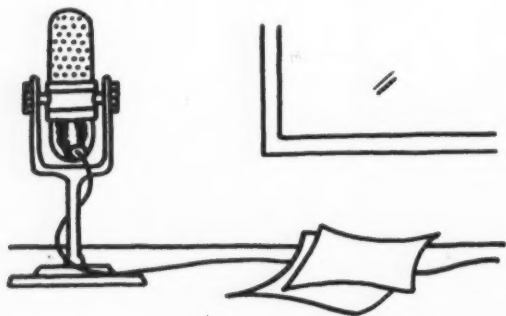
The other three radio programs have been variations on panel discussions. The first experiment was during the Dumbarton Oaks Campaign and featured discussion of those proposals, tied in with articles on parallel topics running simultaneously in the local papers. Immediately

after V-E Day, a series called "The Soldier's Dream" was launched, built around original "stories" or fictional case-studies presenting public issues anticipated as post-war problems. One story provided the taking-off point for each panel discussion. A young veteran was a continuing member of the panel.

Finally, in 1951, we launched the current radio series, with half-hour evening broadcasts once a week. On these programs the young adults and the adult education division alternate responsibilities. The young adults have used the group interview technique so familiar in "Meet the Press." In the first year, high school students quizzed local public officials and similar personalities. The second year the program was assigned to a group of out-of-school young people who have interviewed foreign students and others with extensive experience in foreign countries. The alternate programs by the Public Affairs Section have been on timely and controversial public issues and have reversed the process: one "inquirer" and a group of consultants. The informed consultants—usually three—represent varied viewpoints and backgrounds. They are pressed for information and opinions by the fourth participant, an interested citizen who is not a specialist and whose role is to express ideas and raise questions characteristic of average citizens.

Our experience in television dates from November, 1946, when we launched, for the limited audience then available, a series of public affairs discussions. The format was the debate. Two speakers presented cases for and against the issue of the day. A "jury" of twelve persons from a local organization provided the live audience, asked questions, and registered opinions on an opinion meter which could be observed on the screen.

Our second television experience was a nine-program series of half-hour presentations which were worked into a local afternoon miscellaneous-and-disc-jockey show. On each of these programs two guest-experts appeared to analyze and interpret a public issue in discussion with a representative of the adult division and the emcee from the TV station. Relatively elaborate and carefully planned visual devices (charts, slip-charts, displays, maps) were incorporated into each presentation. These tended to be somewhat inflexible and cramping, and this



Mrs. Rich is the Community Service Representative of the Division of Adult Education in the Schenectady, New York, Public Schools.

challenged us to find ways of making ideas and information visual without sacrificing spontaneity in discussion. At the same time we did not want to distort content by suggesting an unreal two-sidedness on topics which are actually many-sided.

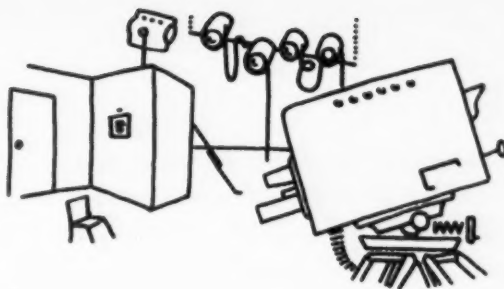
Consequently the best means of handling the visual aspects of the program seemed to us to be one of the major problems to be solved when we undertook the current semi-weekly television series in November, 1951. The procedure grew out of our previous radio and television experience. Each half-hour show presents a public-affairs problem which represents one aspect of a planned series of related topics. The consultant who helps plan each series appears on all its shows, along with the moderator (a member of the Adult Education staff) and a guest. Visual aids are used as much as possible, but more and more we are using either materials on the table or maps and blackboards which can be referred to without having the participants move around. We have learned that considerable flexibility in the use of aids can be introduced as long as movement on the set is avoided. We have supplemented these programs with mimeographed materials which are mailed out on request. The mail response, though minor if measured against network entertainment, has been very gratifying measured in the experience of educators.

Guests, topics show quality programming

But no matter how great the popular appeal, educators must first of all be concerned with the genuine intellectual quality of their offerings. The nature of the subject matter and the quality of the participation are indicated in this summary of our radio and television series for the current school year. In a dozen radio discussions we have had as consultants: two governmental officials, eleven volunteer workers in such organizations as League of Women Voters and the Chamber of Commerce, fourteen professionals including economists employed by both labor and management, bankers, newspaper men, clergymen, and a dozen school and college teachers. Topics have included: tariff policy, taxes, conservation, economic controls, educational television, guidance of young people, legislation, prison reform, immigration, United Nations, local transportation problems, and science and social progress.

The current television series has covered these topics in sequential series: background for the presidential election, United Nations, education as a public problem, comparative study of national cultures as seen in holiday customs, science and society, race relations, state and federal legislation, economic issues from the consumer viewpoint, understanding the Arab world, the citizen and local government, and the role of volunteers in democratic life. Participants in these programs included college professors, staff members of the State Education Department, a research physicist, an economist employed in an industrial economic education program, a clergyman, a professional group worker, and an ex-president of the League of Women Voters.

The real measure of the educational quality of these programs, of course, is not in what is attempted but what has been achieved—what is learned and by how many people. This unfortunately is a question we can not answer. All we can do is present authentic information and opinions worth heeding in as clear and inter-



esting a way as we can, and hope for the best. Naturally we do not imagine that a single radio or television program will compare or compete with a college course. Not even in a sequential series such as those on the current TV shows do we aspire to that. We would be very content if we could know that some citizens are thinking more clearly, weighing evidence more judiciously, listening to more varied opinions, reading beyond the headlines, and discussing issues more thoughtfully because of what we have offered.

We do know, however, how much the educators themselves have been educated during these years in the techniques of education by mass media. We have learned, for instance, that it is possible to enlist cooperation from able volunteers provided we develop methods which respect their intelligence and integrity and which make minimum demands in the way of organized preparation. To save guests' time and to maintain spontaneity we never have rehearsals; instead we depend on preliminary interviews and brief "warm-up" periods and on flexible plans in both radio and television.

We have learned not to overrate technical "showmanship" or at least not to assume that educational-showmanship and entertainment-showmanship are identical. At the same time we have become aware of the skill involved in moderating or conducting discussion and the desirability of having one individual carry this responsibility for any series of programs.

We have learned that among the first problems which will confront any group undertaking educational television is the lack of convenient and inexpensive methods of producing visual aids. It is our strong conviction that one has no right to accept television time to present a program which would lose nothing if presented on less-expensive radio. But we soon discovered that it's easier to talk about visual presentations than to devise them. Most existing maps and charts, for example, are in color—no good on TV; or they are the wrong size and shape. No one yet appears to have put on the market maps, graphs, globes or materials for constructing aids which would greatly facilitate the visual aspect of education shows.

We have also learned that provided we keep a sense of proportion about our projects—and are sincere in our ambition to serve genuine community interests—we do get generous cooperation from the broadcasting studios. This has been our experience without exception, even though the professionals must frequently have shuddered at our amateur bunglings.

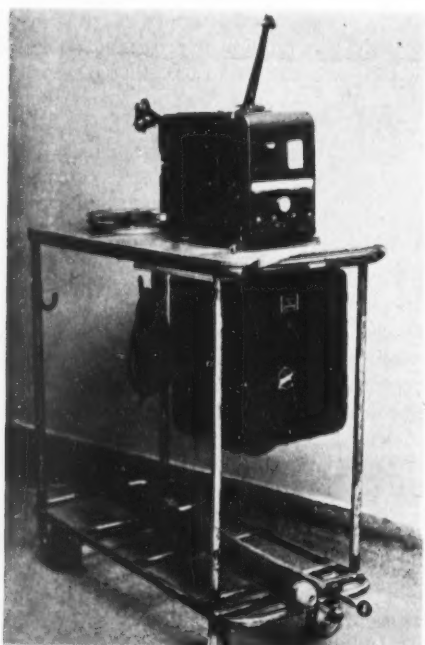
Whether such a relationship between commercial broadcasting and tax-supported educational organizations is a real answer to the challenging issue of adult education via mass media is a moot question. But certainly within this framework there is an excellent opportunity to learn to use well whatever opportunity the future may present.

If you have a growing A-V program, take note of these few simple practices to relieve the pressure and provide some . . .

Two student operators take care of the equipment and materials as this girls' health class uses a filmstrip and a recording in the classroom.



Important in making East High's A-V program a mobile one are these specially ordered carts on which A-V equipment is mounted for compactness and easy transportation. Shown is a two-case Bell and Howell machine. Note folded tripod screen, built-in extension cord, space for materials.



photos by East High students

Aids for the A-V Aids

by SAM S. BLANC

AN audio-visual program does not spring full grown from the brow of the principal. It may begin with the renting of a few special films, a matter which the individual teachers involved look after. Soon it seems wise to ask a member of the staff to accept responsibility for the still modest program.

And all too shortly thereafter, what with the natural multiplication—it may seem almost reproduction—of A-V aids, the A-V program coordinator finds that the tail is wagging the dog; the interesting extra job is taking every spare minute of the school day. He is called out of class to coax recalcitrant projectors and cornered at lunch to arbitrate a ladylike difference of opinion over who should get "Peasant Life in the Greater Antilles" to show to her 2:10 Wednesday class.

When I became A-V coordinator for Denver's East High, I found that, while much has been written on the value and organization of an A-V program, the lowly matters of the bookkeeping and procedures involved in keeping track of the actual equipment have been overlooked. So I had to start from scratch—some of the ways in which I met the problem may be useful for others in a similar position.

Three ways to save time and trouble

The time- and trouble-saving methods developed in the East High program fall for the most part under three main headings:

- compact, mobile equipment
- student help
- standardized record forms

The emphasis on mobile equipment—on bringing the audio-visual aids to the class rather than the class to the aids—follows from East High's attitude toward A-V instruction.

Our theory is that many students will have, in any event, a tendency to regard A-V aids as mere entertainment, an attitude which is certainly fostered when their use involves moving students to a special room or combining class groups. If maximum learning is to take place, A-V use must be made an integral part of a planned learning process.

Sam S. Blanc is A-V Aids coordinator for Denver's big East High School. In earlier *SCHOOL EXECUTIVE* articles he has described East's A-V program and its use of 3-D devices in science classes.

Coordinator

If this concept of an audio-visual program is held, it is desirable that the program be mobile, with the materials and equipment mounted and scheduled so that they may be moved to any room in the building and be used by any teacher so wishing.

Since East High School is a relatively new building, this method is possible. Each room in the building is equipped with electrical outlets, each room is air-conditioned, and over half the rooms are equipped with dark shades. For rooms not so equipped, portable dark shades may be mounted in a few minutes.

The various pieces of equipment are mounted on trucks for rapid portability from one room to the next. Fortunately, the building has elevator service. This makes the moving of equipment from one floor to the next a relatively simple matter.

The accompanying photographs illustrate some of the ways in which carts are used to make the equipment mobile. One shows a Bell and Howell one-case model mounted on a truck, and another shows a Bell and Howell two-case model. In the second type of machine, the speaker is mounted permanently to the lower side of the cart platform. It is realized that there is a difference of opinion regarding this placement of the speaker. However, extensive tests were conducted in the classrooms to determine what acoustical differences there would be in the different placement of the speakers.

Speaker mounted with projector; hearing OK

As nearly as could be determined, there were no significant differences in the ease of hearing or the tonal qualities between the placement of the speaker at the front or the back of the average classroom. Since this arrangement makes the whole projector a highly mobile unit, it is the method used.

The projector is fastened by means of a yoke arrangement at the top of the cart so that the machine may be elevated, but cannot be accidentally knocked off the carts. Student assistants being what they are, this is a very worthwhile feature!

By mounting an electrical box and outlet on the carts and attaching a permanent electric extension cord, any smaller piece of equipment may be wheeled into any room for instant use. All the carts in use have "built-in" extension cords on them. It saves time, and it prevents loss of the cords.

Student help, consisting of visual aids assistants and student operators, is most valuable. The visual aids assistants are assigned to the A-V office one period a day; the usual number each period is three. They report to the office each morning before school to consult the day's assignment sheet and sign up for one or

more of the activities scheduled during their regular period.

At the beginning of the period they deliver the necessary equipment and materials to the room for which it is scheduled and set up the equipment. If the equipment is not to be used in the same place the following period, at the end of the hour they either move the equipment and material to the room where it is next to be used, or return it to the A-V office. The remainder of their time during their scheduled period is spent in the A-V office, where they are on call in case of a breakdown or other emergency. The actual operation of the A-V aid is taken care of by a student operator.

Two of the student operators are chosen by the teacher in each class in which equipment is used regularly. At the beginning of the semester they are trained in the operation of the equipment by the coordinator or his assistants—or checked out, if they have had previous training.

Training takes place during the pupils' study hall periods so as not to interfere with class work. A student who qualifies as an operator is issued a card authorizing him to operate equipment in any class.

Forms aid in setting up "book" early

The use of several simple "dittoed" forms has gone a long way toward simplifying the job of building A-V coordinator. We use about seven:

1. Teacher request for materials (title; when wanted)
2. Order form for outside materials
3. Form sent to teacher confirming materials and dates to be used
4. Daily booking sheet indicating where equipment and materials are to be at various times
5. Daily assignment sheet for A-V assistants
6. Form on which teachers list pupils selected for operator training
7. Evaluation card on which teachers enter running time and evaluations for materials as they use or preview them.

The use of these forms makes it possible to plan the major share of the use of A-V materials well in advance. As a rule, the "book" is set up and the program ready to operate at the beginning of each semester.

Of course, this does not preclude "spot booking;" as specific needs arise during the semester, additional bookings may be made. But the bulk of the materials used at the school are scheduled before each semester begins.

Some of the forms used may seem so simple as to be unnecessary, but their use has a definite psychological value. In the matter of assigning student operators, for instance, teachers seem less apt to put off selecting operators if they are supplied with a form on which to list the names. Also, where formerly names came in on the backs of envelopes or any odd-sized scrap of paper, the listings are now uniform and can be filed and referred to without difficulty.

The audio-visual coordinator cannot work for improvement of the program if he never sees it in operation. The simple methods described above enable him to eliminate unnecessary routine and time-wasting confusion, so that he can get out of his office and into the classrooms.



It's hard to see how anyone could "molest" a 10,000-year-old Columbian mammoth, but these young Texans aren't taking any chances. They'll be more eager than most students to learn about the period in which it lived.

Student Museum Collections Are Instructional Tools

by ELGIN WILLIAMS

"MUSEUM" is a treacherous word—there is something dusty and musty about it. I wish there were another word to describe the sort of museum I would like to see established in elementary and secondary schools, for it would be *living* museum.

A living museum is one which is in constant process of creation. It is one in which the students themselves are the archeologists, the organizers of field expeditions and the curators.

The most practical subject for a school museum is the local town and county. Its objective can be the discovery and recovery of the local culture.

Such a museum, if established in a school, would operate in close conjunction with classes in history, science and social studies. The two major values a living museum adds to these courses, and indeed to the whole curriculum and to the whole town, are: first, a museum makes people conscious of their *region*; second, a museum translates education into *participation*.

Dr. Williams is assistant professor of sociology at North Texas State College. He is a founder of Texas' Denton County Archeological Society and a contributor to the *American Anthropologist* and *Scientific Monthly*.

With such a program, a school museum can convert the energy of youth into real scientific and cultural value. At present, school children, especially boys, spend a great deal of time "in the field." They find arrowheads, they explore geology, and they collect junk. And all of this activity adds up to nothing, culturally speaking.

Students see meaning of civilization

Yet if the local schools are equipped with museums, the result of all this activity can be catalogued, filed and exhibited and play its part in putting together the whole history of the region. The full import of the task of maintaining and improving the local civilization will gradually become clear to each student.

The history of life in the typical American county will fall into four periods:

First, the pre-human period. It is simply amazing how much fossil evidence children collect in their wanderings. They should have their own museum to which to bring their finds, equipped with readable manuals and charts to interpret each new discovery. Gradually the successive epochs and types of life begin to fall into place. Gradually the students—and the people of the town—begin to see their locality "cosmically," to see the whole panorama of life in the area.

Second, the period of first human occupation. When did the first hunting peoples arrive? Where did they come from? Are their flint artifacts associated with the

bones of Columbian elephants or other extinct animals?

Students can find unending fascination in unraveling the story of early man in their county. They will learn a great many "subjects" in the process—and probably teach their elders a great deal!

Third, the introduction of agriculture into the county. At some time in the past the ancient hunting way of life began to give way to farming. Corn or maize agriculture was apparently invented in Central America and gradually spread up the river valleys until by the fourteenth or fifteenth century it had reached such faraway places as Virginia and New York. *Settled* life then became possible.

Students who find Indian hoes or fragments of corn-storage jars should be encouraged to fit these discoveries into the whole human story of their area. For these are not mere inert objects. They are living reminders of that immensely important time in human history when man learned to "grow his dinner instead of catching it."

Fourth, the European period. In recent times, varying from the sixteenth to the nineteenth century, depending upon the section of the country, America has become settled by colonists of European origin. A whole great agricultural and industrial civilization has been established in the land. How did this happen in the student's own county and town? This is a question which, with suitable guidance and equipment, he can answer. It is an important question just to ask. For obviously both he and the citizenry in general need to be conscious of the great civilization they inherit.

"Exploring" enthusiasm is harnessed, directed

The miraculous energy and unbounded "exploring" enthusiasms of students can be channeled by a school museum. If correctly established and administered, it can be a living museum; it can play an integral part in

the students' life in the community as they can play an integral part in its operation.

This brings us to the second pedagogical advantage of the children's or educational museum—participation in the cultural process.

A school museum makes it possible for each child to feel himself a part of the age-old, ongoing human experience. At the same time it enables him to contribute to the preservation of the values it reveals. In many ways a living museum can, for these reasons, unite educational theory and practice.

One civic duty incumbent upon every student is the understanding of the civilization he is going to inherit some day. What better way to understand the inheritance he is going to "come into" as an adult than to piece its story together as a youth?

Another civic duty, constantly urged by educators today, is tolerance and appreciation of other races and cultures. A living museum offers an excellent way to understand other peoples. Students who "collect" the evidences of the earlier inhabitants of their region begin to see how the present way of life, with all its precious advantages, derives from the discoveries, inventions and patient experimentation of earlier groups of people.

Finally, the true meanings of "science," knowledge," and "education" can be brought home to the student who himself adds to knowledge, and himself participates in educating his fellow townspeople. "Study" takes on a new meaning if one of the purposes of study is better to understand his own discoveries and better to conduct his own expeditions.

A school museum will consist not of "famous" objects but of *human* objects—everyday tools and equipment, from spear points to old barbed wire. Evoking the dramatic human story from this "junk" is the job of the living museum.

Relics like these bones from an ancient mammoth are more meaningful when they are part of a collection illustrating regional history.

A natural enthusiasm for "exploring" will further the learning process when students know their finds will add to the school museum.



Study Finds Three Overlapping Policies for Dealing with Religion in Public Schools; Few Schools Avoid Subject Altogether

NEW YORK—"Complete avoidance of religion is impossible because it is inherent in the culture and, therefore, intrinsic to the curriculum of the school. Moreover, to the degree that religion is avoided, general education tends to be impoverished because an important element in human life is neglected."

These are some of the findings of a recent study conducted by the American Council on Education to determine the recognition which is and which should be given religious subject matter in the program of the

public schools, colleges and universities.

The question is persistent and unsolved, according to Dr. Clarence Linton, professor of education at Teachers College, Columbia University, who directed the study. Federal and state constitutions, statutes and court decisions prohibit the teaching of religion in the sense of inculcation of sectarian beliefs. As a consequence, there is no generally observed policy or practice.

The study reveals three overlapping patterns of practice: avoidance

of religion, planned religious activities, and factual study of religion. Contrary to the widespread assumption that religion is, and must be, excluded from the public schools, it was found that in all sections of the country and in all types of communities provision is made for such religious activities as the celebration of religious holidays, devotional opening exercises and various forms of cooperation with the churches.

As a result of the study he directed, Dr. Linton drew up a list of suggestions to guide school administrators in dealing with religion in their schools. Teaching a common core of religious beliefs is not a satisfactory solution, he said. Neither can the teaching of "moral and spiritual values" be considered an adequate substitute for appropriate consideration of religion in the school program.

Dr. Linton went on to say that although educators must safeguard the separation of church and state, teaching which opposes or denies religion is as much a violation of religious liberty as teaching which advocates or supports any particular religious belief. The role of the school is distinct from, though complementary to, the role of the church.

The public schools should assist youth to have an intelligent understanding of the historical and contemporary role of religion in human affairs. The study committee felt that a factual study of religious subject matter should be introduced wherever it is intrinsic to the area of human experience being studied. This will not commit the public schools to any particular religious belief, they said.

Further study of this problem requires experimentation to determine what is involved with respect to community approval, teacher preparation, methods and materials, Dr. Linton declared. He added that edu-



President Eisenhower signs legislation designed to save educational institutions \$3,500,000 annually as Congressional sponsors Representative Katherine St. George, R-N. Y., seated, and Senator Frank Carlson, R-Kansas, right, look on. The Carlson-St. George Act authorizes mailing educational films at the same rate as books. The complete story appears in Belmont Farley's *Washington Scene*.

cational leaders must assume leadership in a cooperative study of the problem.

This study, entitled *The Function of the Public School in Dealing with Religion*, has been published by the American Council on Education, 1785 Massachusetts Avenue, N. W., Washington, D. C.

NEA Helps Teachers Figure Income Tax

WASHINGTON, D.C.—To help teachers determine deductible expenses, the Research Division of the National Education Association has prepared a series of memorandums on the subject.

The memorandums present special rulings of the Federal Bureau of Internal Revenue, court cases and other information. Among the topics treated are educational expenses, gifts, awards, scholarships, pensions, professional services, temporary employment and sabbatical leaves.

Copies of these memos are available from the Research Division, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

If a specific problem is not covered by previous rulings, teachers may write to the Director of Internal Revenue in Washington, D. C. Teachers who request such special rulings are urged to share their information with the NEA Research Division.

"Know Your U. N." Theme for October 24

WASHINGTON, D. C.—Know Your United Nations is the central theme for the eighth observance of United Nations Day, October 24.

The program as visualized by the U. S. Committee for UN Day calls for both popular and educational projects and international exchanges. Special emphasis is on community-wide celebrations.

One to ten copies of the leader's guide for planning special activities for UN Day, *Know Your United Nations*; a UN Day Kit; and posters are available without charge from the United States Committee for United Nations Day, 816 Twenty-first Street, N. W., Washington 6, D. C.



1957 will mark the NEA Centennial. The Association hopes to raise five million dollars by that date to finance the new headquarters building illustrated above.

Times Have Changed Since NEA Moved to Washington in 1917; Now Plan \$5,000,000 Headquarters Building

WASHINGTON, D. C.—“Wartime Washington was more hectic than hospitable when the National Education Association moved its headquarters to the capital in 1917. The Government had a virtual monopoly on stenographers and typewriters. The printer’s manpower shortage delayed publications. The gas company’s tardiness necessitated heating the office by burning papers and old boxes. And the janitor got drunk!”

Two years after the headquarters staff—four members—had moved into 1400 Massachusetts Avenue and made this chapter of *NEA History*, a permanent home was purchased two blocks west at the now familiar address, 1201 Sixteenth Street. Pessimists frankly said that the Association could not meet the new expenses.

Moving day arrived in the summer of 1920. According to the Annual Report of the Secretary, July, 1927, “the janitor moved most of the office furniture and supplies to the new building in a pushcart. Miss Suzanne C. Wright went along on each trip

to see that no document or piece of furniture was lost on the way.”

Dark days followed in which it seemed that the pessimists might be right. Executive Secretary James W. Crabtree borrowed money in his own name to keep the Association going until the financial storm was weathered.

Dr. William G. Carr, present NEA Executive Secretary, has his problems too, but they are of a different nature. “The Association’s activities are today housed in a converted mansion, an office building, a small dwelling, a converted garage, three floors of a hotel, and a warehouse,” he says. Offices are crowded; messengers and a rented truck shuttle projects from building to building; and a round trip of twelve blocks is necessary to mimeograph a sheet of paper.

Carr hopes, however, that the 1957 chapter of *NEA History* will tell of the successful conclusion of a five-year fund-raising campaign. The goal is \$5,000,000, which will make the architect’s drawing above a reality.

New Bill to Spur Use of A-V Tools, Says NAVA; Spokesman Cites Increasing Use of Educational Films

EVANSTON, ILL.—Attendance at movies is growing, not dwindling, but the growth is in 16 mm. educational, religious and industrial films rather than the Hollywood variety, a spokesman for the National Audio-

Visual Association told members at the organization’s eighth annual convention here.

An important factor in the increasing use of audio-visual aids is the complexity of modern life, he said.

SPOTLIGHT

Survival in the world today requires the absorption of a staggering amount of information, starting in early childhood, and audio-visual aids cut the time required to learn and increase the ability to retain knowledge, the NAVA spokesman declared.

Statistics quoted to illustrate the increased use of educational films showed that some 100,000 motion picture projectors are now used in schools.

This trend will be greatly accelerated by the passage of a bill for mailing educational films at book rates. The Carlson-St. George Act recognizes the essential educational value of audio-visual materials, NAVA convention participants agreed.

The convention expressed appreciation to the educational organization and individuals who worked for the passage of the bill.

The NAVA annual convention is one of the major ways through which audio-visual distributors and their sales representatives get increased understanding of how the products they handle can contribute to more effective classroom teaching.



A television spot announcement prepared for the "Better Schools" campaign.

Better Schools Theme of Advertising Council Campaign

NEW YORK—Educators have an ally in their efforts to interest laymen in the improvement of the public schools —The Advertising Council.

This month The Advertising Council, a national non-profit, non-partisan organization supported by American business, opens its seventh annual public service advertising campaign in behalf of improving the nation's

public schools. The campaign seeks to induce citizens to participate actively in bettering local school conditions by joining their PTA's and working with their school boards and local citizen groups.

Free advertisements on the subject for newspapers, company and consumer magazines, radio and television stations, and the transportation ad-

Conference Calendar

SEPTEMBER

17-19, Eighth National Conference on Citizenship sponsored by NEA and U. S. Department of Justice, Washington, D. C.

OCTOBER

1-3, Educational Policies Commission, Colorado Springs, Colorado.

8-9, Thirty-Sixth Annual Meeting, American Council on Education, Washington, D. C.

11-14, Eighth National Conference, County and Rural Area Superintendents, NEA, Omaha, Nebraska.

11-15, Association of School Business Officials of the United States and Canada, Cleveland.

NOVEMBER

15-18, National Conference on Driver Education, Commission on Safety Education, NEA, East Lansing, Michigan.

23-28, Forty-Seventh Annual Con-

vention, American Vocational Association, Chicago.

26-28, Annual Convention, National Council for the Social Studies, NEA, Buffalo, New York.

DECEMBER

27-30, Annual Mid-Winter Conference, National Science Teachers Association, NEA, Boston.

28-30, Annual Convention, Speech Association of America, NEA, New York City.

28-30, Fourteenth Christmas Meeting, National Council of Teachers of Mathematics, NEA, Los Angeles.

28-30, Fifty-Sixth Annual Convention, National Business Teachers Association, St. Louis.

FEBRUARY

11-13, Annual Meeting, American Association of Colleges for Teacher Education, NEA, Chicago.

11-13, Annual Meeting, Department of Elementary School Principals, NEA, Atlantic City, New Jersey.

11-13, Joint Meeting, Research Foundation and Administrators Division, United Business Education Association; National Association of Business Teacher-Training Institutions; International Society for Business Education, NEA, Chicago.

13-18, National Convention, American Association of School Administrators, NEA, Atlantic City.

14-15, Mid-Winter Conference, National School Public Relations Association, NEA, Atlantic City.

15-18, Annual Meeting, Department of Rural Education, NEA, Atlantic City.

20-24, Thirty-Eighth Annual Convention, National Association of Secondary-School Principals, NEA, Milwaukee, Wisconsin.

vertising industry were prepared by the advertising agency of Benton and Bowles, Inc., and released by the Council in mid-August. Editorial support is being sought in some 800 educational journals. Department stores are being urged to plug the campaign in their back-to-school displays and advertising promotions.

As in the past, the Council's campaign is being conducted in cooperation with the National Citizens Commission for the Public Schools and the U. S. Office of Education. Felix

SPOTLIGHT

W. Coste, vice-president of the Coca-Cola Company, is the volunteer coordinator.

This year's advertising effort will be more extensive than ever before. It is a statistical certainty, says the Council, that the rate of enrollment increase will heighten critical shortages in schoolrooms, personnel and transportation within the next few years unless action is taken now.

NEA Convention Maps Action for 1954; Sets Policy on Congressional Investigations, Federal Aid, Salaries

MIAMI BEACH—Some 4,000 educators from all parts of America met here June 28 to July 3 to study the persistent problems faced by the profession and to determine policies to guide their actions during the coming year. The occasion was the 91st annual meeting of the National Education Association. The convention theme was "We Pledge Allegiance" and delegates rededicated themselves to the welfare of the nation's children, the ideals of human brotherhood, and the highest ideals of the education profession.

Hundreds of committees and discussion groups considered the myriad facets of the American educational system covering everything from teachers' salaries to Congressional investigations. Someone facetiously remarked that it was hard to tell whether the glow surrounding the

educators was that of inspiration or of sunburn. Judging from the number of problems attacked and the volume of resolutions agreed upon, it was an outstandingly successful convention.

Sound public relations was emphasized repeatedly as the keystone to better relations between teachers and laymen. Discussion participants felt that local boards of education should exercise greater initiative in helping their communities get all the facts about their schools all the time. At the same time, they said that the best public relations result from each teacher's doing a good job.

On the other hand, a plea came from the laymen for assistance from the schoolmen. Herbert Brownell, Attorney General of the United States, told the convention that educators are in a good position to aid in curtailing one of the more prev-



Arnold Murray conducts his unusual musical aggregation composed of Inglewood, California, High School guitar and accordion students. Inglewood is the first public school to include these two instruments in the curriculum along with clarinet and flute. The ensemble has numerous TV and club performances to its credit.

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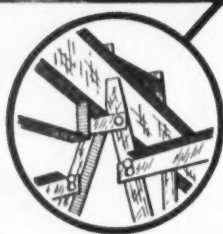
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alent social diseases—juvenile delinquency. He cited figures showing that over one million children will be in serious enough trouble to require the police to pick them up.

Countermeasures must come from sources closest to the individual child: parents, teachers, the church. Law and education must go forward hand in hand, Brownell said, if we are to accomplish our goal of an informed citizenry living under a government of laws, with equal opportunity for all to enjoy our Constitutional freedoms.

Not game for head hunters

The NEA passed a resolution stating that it "believes in and welcomes constructive criticism of the public schools," but they concurred with Norman Cousins, editor of the *Saturday Review*, when he said that teachers do not believe their profession should be regarded as "fair game by head hunters or headline hunters."

Norman Cousins, guest speaker, further declared: "The school cannot—and should not even if it could—arrogate to itself sole jurisdiction over the facts, the ideas, and the interpretations that are introduced into the minds of children. This is a composite responsibility of which teachers are but the custodians."

Defines educational freedom

He went on to say that the freedom which American educators seek is the freedom that provides elbow room for inspiration, that sees education not in terms of tight and fixed compartments but in limitless possibilities of a free mind.

"The freedom our educators seek has to do with the spirit of adventure. Nothing in human history is as fascinating or as wondrous as the growth of the human mind," Cousins declared. Our teachers are aware that the world crisis is deep and real and that this crisis is represented by more than a conflict between nations or between ideologies, he said. "It concerns the biggest question in human history: can we make this earth safe and fit for human habitation?"

The part of education in providing the answer is a big one, Cousins de-

SPOTLIGHT

clared, and he called upon all Americans to see "the spaciousness and the grandeur of the challenge."

Resolutions passed by the NEA stated that the Association believes our system of free public schools is indispensable to our democratic way of life. They also pledged their co-operation in building world understanding and peace.

The educators called upon the federal government to share the responsibility of assuring adequate educational opportunities for all with states and local communities, to continue assistance to schools in defense-crowded areas, and to appropriate all "sums payable under any lease of the outer continental shelf" exclusively as grants-in-aid to education.

Ask educators to testify

By formal resolution the NEA recognized the right of legislative bodies to conduct investigations directed toward prospective legislation. They called upon educators to testify "fully and frankly." The Association added, however, that such investigations should be conducted with "adequate safeguards for the constitutional rights of individual citizens."

Attorney General Brownell complimented NEA members on their stand on freedom of thought. He expressed pleasure, but not surprise, at the fact that none of "those few educators who hide behind the legal protection of the Fifth Amendment when called before duly constituted Congressional investigating committees" are members of the NEA.

Other resolutions urged that educators accept higher standards for accreditation of all programs of teacher education, that teachers' salaries be raised to compare favorably with other professional and industrial incomes, that unity and pride of profession be strengthened among America's teachers, and that the right of franchise be granted to citizens at the age of eighteen.

Educators Ask Interstate Exchange of Teachers

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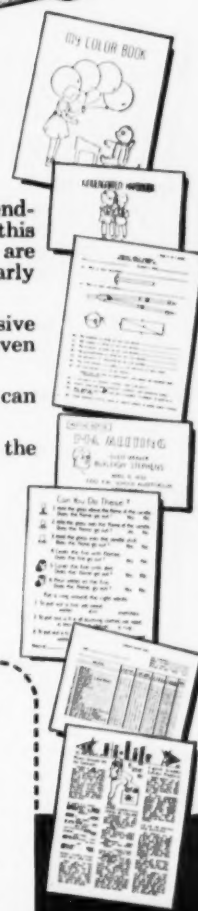
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ing institutions and teacher certification which would permit qualified teachers from one state to teach in another were urged by 600 educators recently. These educators met to discuss the improvement of teacher certification.

The conference, sponsored by the National Commission on Teacher Education and Professional Standards, NEA, was held preliminary to the larger organization's summer convention.

Lucien B. Kinney, professor of education at Stanford University, said in an address that the increased mobility of teachers in the post-war period has called attention to wide variation in state certification requirements.

Certification is a national problem, not a local one, and certification and accreditation—the twin bases for quality in teacher preparation—are interdependent, according to Kinney.

The present "confused and controversial" situation with regard to the accreditation of teachers is indefensible in a sound profession; the time is favorable for a concerted movement toward high professional standards, Kinney declared. He pointed to the formation of the National Council for Accreditation of Teacher Education as a step in that direction.

Individual Research Enlivens Teaching

NEW YORK—Acting on the conviction that research and creative activity would enrich an educator's teaching upon his return to the classroom, the Carnegie Corporation set up a five-year program to help professors conduct projects of their choosing.

The program has been evaluated by President Howard Lowry and Dean William Taensch of the College of Wooster, Wooster, Ohio. Many of the teachers they interviewed felt that, as a result of their projects, they had become better teachers; "they were teaching out of a new depth from first-hand things," administrators, committees and faculty colleagues agreed.

While concrete research results were not the prime aim of the pro-



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gram, books and papers published, musical compositions performed, and art works exhibited totaled well over 1,000.

Lowry and Tausch saw evidence that many colleges and universities, impressed with the value of research leaves and assistance for faculty members, are moving toward permanent arrangements of this type, often with support from business and industrial firms, private donors, and sometimes tax funds.

British Schools Crowded; Admit Few Americans

NEW YORK—Competition among overseas students for entrance to British universities is severe. All the universities have always accepted some foreign students, but the number of vacancies is small because of heavy demand for admission from British students, according to the British Information Services.

Information on courses of study, living accommodations, credits and expenses at the various British universities is now available from the British Information Services, 30 Rockefeller Plaza, New York 20, New York.

Change Date and Place of ASCD Convention

WASHINGTON, D. C.—Another convention has moved south, but not for reasons of climate this time.

The 1954 Conference of the Association for Supervision and Curriculum Development, NEA, scheduled for March 7-12, will be held in Los Angeles rather than in San Francisco as had been previously announced. Difficulties in housing convention delegates necessitated the change, said George W. Denemark, department executive secretary.

The annual conference is scheduled a month later this year to avoid a conflict with second semester registration in colleges and universities.

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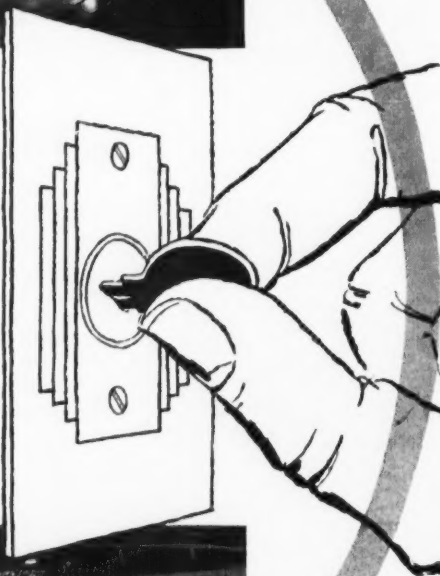
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responsibilities of the public school psychologist both in education and psychology, the University of Illinois has instituted a four-year doctoral program in this field. It will include one year of professional internship under practical work conditions.

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Also included in the new doctoral program will be thorough training in educational and psychological research methods as they apply to the problems of the individual child and teacher. The dissertation must be a report on an original experiment and investigation.



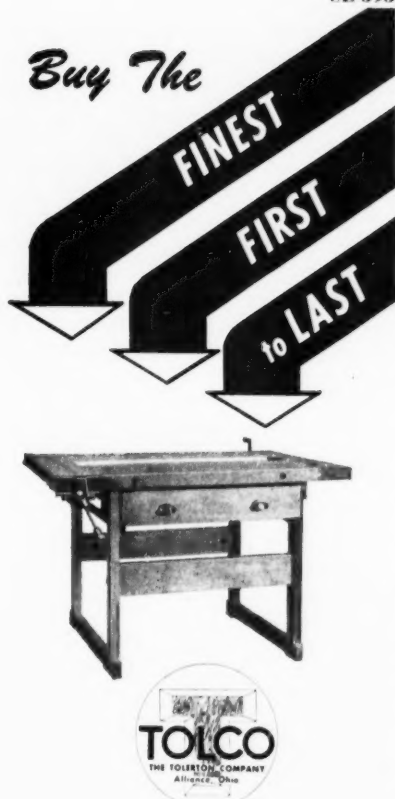
Dr. George D. Stoddard

Stoddard Resigns as U. of Illinois President

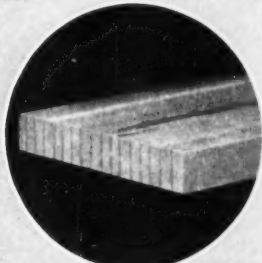
CHAMPAIGN, ILL.—Dr. George D. Stoddard, president of the University of Illinois since 1946, resigned that post on July 25.

His resignation came a few hours after the University's board of trustees voted six to three that it had no confidence in his administration. University Comptroller Lloyd Morey was named by the board as acting president.

Park Livingston, president of the trustees, in announcing Stoddard's resignation, stated that the board's action did not result from the Stod-



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dard-Ivy controversy over the cancer drug krebiozen.

Dr. Andrew C. Ivy was president of the University's medical, pharmacy and dentistry schools in Chicago. Stoddard forced him to go on leave charging that his research on the drug was detrimental to the best interests of the University. Both the *Journal of the American Medical Association* and the American Cancer Society have reported unfavorably on krebiozen.

The board of trustees, following their action on the president, voted to make Ivy head of the Department of Clinical Science and designated him Distinguished Professor of Physiology.

Dr. Stoddard was previously Education Commissioner for the State of New York and president of the University of the State of New York.

Mich. State College Gets Child Development Data

EAST LANSING, MICH.—The original Harvard Growth Data and the Stuttgart (Germany) data collected by the Surgeon General's Office under HICOG are now at the Child Development Laboratory of Michigan State College.

The college has extended an invitation to authorized research personnel to use this material. Desks and comptometers will be provided.

Teachers, administrators and others interested in the longitudinal study of children are welcome to visit the Child Development Laboratory to observe the research program in action and to gain laboratory and clinical experience.

Details may be obtained from C. V. Millard, Director, Child Development Laboratory, Michigan State College, East Lansing.

Conference to Revise Driver Education Policies

WASHINGTON, D. C.—The mushrooming of driver education programs in high schools and colleges throughout the country will be discussed by some 200 educators and safety specialists this fall.

Meeting November 15 to 18 at



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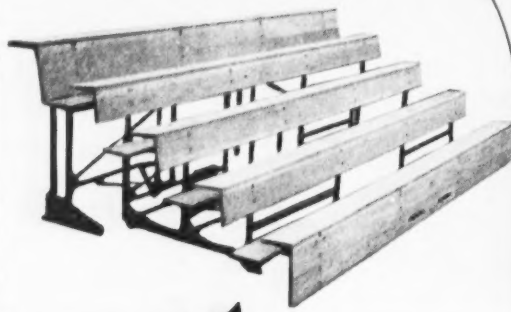
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Michigan State College, East Lansing, the conference delegates will revise the 1949 policies and recommendations for high school programs. They will study such problems as scheduling, choice of equipment, and selection of teaching methods.

In 1949, at the time of the last conference, an estimated 6,000 schools were offering driver education programs. Today driver education is included in the curriculum of well over 8,000 high schools.

Newark Museum Conducts Summer Student Program

NEWARK, N. J.—Studies in art, nature and science continued through the summer months for hundreds of local students under the auspices of the Newark Museum.

Vacation workshops met for two hours one day a week for boys and girls seven years old through high school age. Ten cents for a life membership entitled students to all Junior Museum activities.

Nature workshops made use of the bird, insect and mineral collections, while the planetarium was utilized by science groups. Projects in geology and biology were also undertaken.

Educators Must Face, Cope With, Public Unrest

CAMBRIDGE, MASS.—A feeling of insecurity resulting from the disappointment and disillusion attending the post-World War II peace efforts frequently develops into hysteria and snap-judgments as to what constitute the bases of our ills in the field of education.

So said Dr. Herold C. Hunt, former superintendent of schools in Chicago and newly-appointed professor of education at Harvard, in an address given at the Harvard Summer School Conference on Educational Administration.

Hunt went on to say that, rather than merely defending themselves against attack, educators must explain what they are doing, and thereby correct the misunderstanding and misapprehension brought about by present unrest.

He noted that laws covering loyal-

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ty oaths, restraints against advocating or teaching subversive doctrines, and barring of Communist Party members from teaching give today's administrators a difficult and unpleasant additional responsibility.

"These regulations resulting from public fear may not always be necessary or desirable, but where they have been applied they have been found to be no serious detriment to academic freedom," Hunt declared.

"Loyalty oaths are becoming the rule rather than the exception," he pointed out, "and if they will give assurance to the public, then it is our obligation to accept them."

Administrators should have definite procedures set up to handle cases in any type of tension, said Hunt. He recommended the formation either of two advisory councils, one made up of representatives of community groups and another made up of professional personnel, or a joint council to deal with all phases of the educative process including possible subversive activities.



Dr. William S. Vincent

Teachers Get Credit for Modern Education System

NEW YORK—Whether current attacks on public education stem from "pure cussedness, from political ambition, from feelings of nostalgia for the eighteenth century or from basically un-American philosophies," Dr. William S. Vincent, professor

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of education at Teachers College, Columbia University, was not able to say.

But he told teachers and school executives attending the college's summer session that attacks invariably charge the schools with having made changes—changes for the worse. Far from being discredited for changing, however, Dr. Vincent declared that the schools have not yet begun to change enough; that many teaching methods which are inconsistent with scientific knowledge of the learning process are still used.

"It is one thing to establish a scientific principle; an entirely different matter to devise means for implementing it in the practical business of teaching," he said.

Dr. Vincent placed responsibility for modern education on the hundreds of thousands of practicing teachers and administrators—the "inventors" who work out the practical procedural techniques.

He warned educators not to let anyone back them into the corner of defending modern education purely on philosophical grounds. A good theory is a very useful thing, the educator said, but theory can be brought to life only in the schools, only in the acts of teachers.

"Crediting the great edifice of modern education to any one philosopher or to any one man or to any one school of psychology is like giving Euclid and his geometry credit for the Golden Gate bridge," Vincent concluded.

October Phi Delta Kappan Devoted to Research

HOMewood, ILL.—The October issue of *Phi Delta Kappan*, journal of the national men's professional fraternity in education, will be devoted entirely to research. Against a backdrop of reviews of research in other fields such as medicine, agriculture, science, business, and industry, a detailed discussion of the role of research in education will be presented.

The Phi Delta Kappa Commission on Research spent a year developing the project—the first major overview of educational research to be published by the magazine since 1941.

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The purpose of the Commission has been to stimulate research in education, to refine research methods, to encourage the use of research findings, and to present research as a practical tool with practical applications.

The special issue will be out October 1. Individual copies may be obtained for 50 cents each from *Phi Delta Kappan*, 2034 Ridge Road, Homewood, Illinois.

U. of Bridgeport Expands College of Education

BRIDGEPORT, CONN. — A four-year undergraduate program for the preparation of elementary school teachers is beginning this fall at the University of Bridgeport. The new program leads to a Bachelor of Science degree in education.

In 1951 the University established the College of Education offering a Bachelor's degree in secondary education and Master's degrees in education to certified teachers.

Magazine Announces Travel Story Competition

NEW YORK — Teachers, librarians and school administrators — when they are not in graduate school — often take interesting trips during their summer vacations. And *Scholastic Teacher* would like to know about them.

The magazine's sixth annual travel story awards competition is now open. Stories will be judged for writing skill, travel interest, and special value for educators.

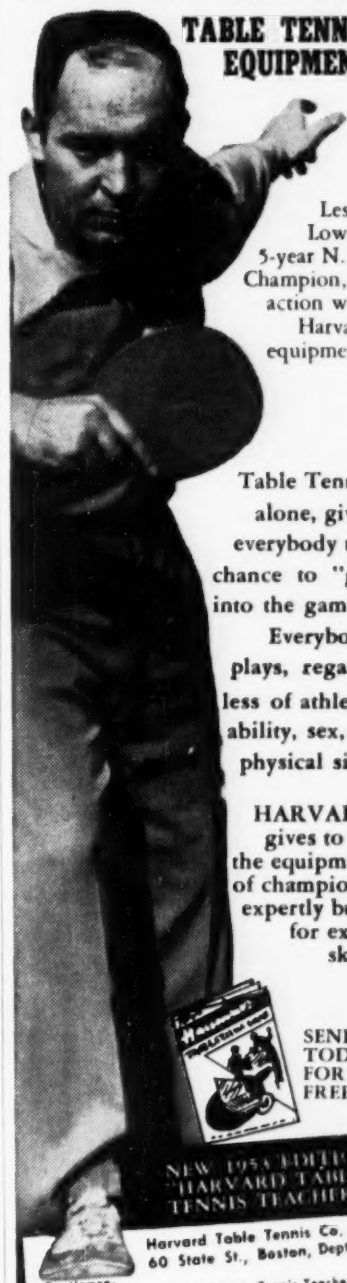
First prize is \$300, second prize \$150. Third prize is a combination filmstrip and slide projector. Stories of 700-1000 words, typed double-spaced, should be submitted by December 31, 1953, to the Travel Editor, *Scholastic Teacher*, 33 West 42nd Street, New York 36, New York.

"Try Being a Student," Professor Tells Teachers

NEW YORK — Teachers should occasionally become students to "learn

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The Rhythmmaster is the most unique instrument of its kind. With one easy movement, the teacher, the director, or the coach, can slow down a phonograph record to as little as 1/3 its normal tempo or speed it up as much as 300 percent to suit the rhythm requirements of any activity. This is because the Rhythmmaster is the only instrument in which the speed is continuously variable over the entire range from 25 to 100 rpm. Moreover, only with the Rhythmmaster can the speed be varied without the need for resetting or stopping. It is designed for all records: 33-1/3, 45, and 78 rpm, up to and including 16 inches in diameter.

The Rhythmmaster is a practical and effective public address loudspeaker system as well... for indoors and outdoors. By simply connecting a microphone, large as well as small groups can be addressed and directed, even while the record is being played. In fact, the Rhythmmaster is a complete, self-contained high fidelity sound system which also serves as a radio when connected to a tuner.

There isn't a single activity... educational or recreational... which cannot be more effectively conducted with the REK-O-KUT Rhythmmaster. It is portable, and readily lends itself to any location... the class room, the assembly hall, the gymnasium, the athletic field... indoors or outdoors.

REK-O-KUT is world famous as a maker of professional disc recorders, turntables, and phonographs. These products are used by broadcast and recording studios, and among the nation's leading schools and recreation centers.

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what it is like to sit on the other side of the desk," Dr. Virginia M. Axline told several hundred teachers and school administrators attending the summer session at Teachers College, Columbia University. Dr. Axline is a professor in the College's Department of Guidance.

While the teacher's focus may be on her immediate teaching task, the children are learning many basic things necessary for their total growth, she said.

They are either learning self-respect and respect for others by participating in interpersonal relations between teacher and student, or they are learning lack of respect for the individual, she commented.

Professor Axline continued, "They are either learning to become aware of the capacities within themselves—to think and feel and approach a problem with an attempt to seek out the facts and truths for a solution—or they learn that they should merely sit by and listen."

Miguel de Capriles Heads New York U. Self-Study

NEW YORK—Miguel A. de Capriles, former associate dean of the New York University School of Law, begins his duties this month as director of the University's new Office of Institutional Research and Educational Planning.

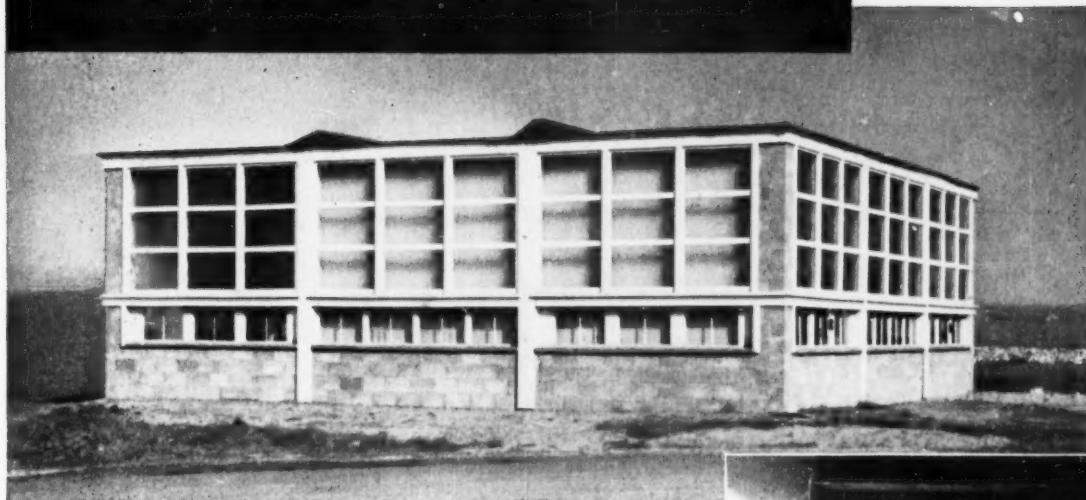
In his new assignment, de Capriles will direct the University Educational Self-Study—a two-year project to determine how a large, complex urban university can best serve the individual student, both within and outside the classroom; and how such a university can best serve its community in research, adult education, and civic enterprise.

New York Breaks Record with 1954 Building Plans

NEW YORK—The 1954 school construction and modernization program for New York City schools is the largest in this city's history. It involves an expenditure of \$100 million.

Thirty new schools and additions are planned to accommodate 34,400

GLASS goes to CLASS at MISSISSIPPI



Research Finds Better Ways To Remove Harmful Qualities of "Raw" Sunlight

In a specially designed experimental building on its factory grounds, Mississippi, world's largest manufacturer of rolled, figured and wired glass, literally sends its products to class. Various patterns and surface finishes are subjected to school exams in a continuing research on daylighting in the modern school.

Lighting engineers have found that the glare of "raw" sunlight is distracting and harmful in the schoolroom. Uniform, natural, glare-free illumination not only helps protect precious young eyes from dangerous fatigue; it also helps maintain class interest and aids concentration.

As a result of their extensive studies and experience in the important field of schoolroom lighting, Mississippi technicians are prepared to assist you in your glazing problems. They recommend these outstanding Mississippi patterns for their schoolroom lighting qualities:

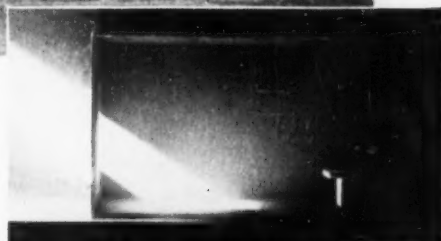
COOLITE, Heat Absorbing and Glare Reducing Glass—because it not only provides glare-free, natural illumination, but also absorbs nearly 50 per cent of solar heat. Makes seeing tasks easier . . . keeps interiors cooler.

PENTECOR—a handsome, ribbed pattern that affords maximum light distribution. Throws softened, diffused light deep into interiors.

HYLITE—with an attractive surface finish that gives maximum light plus diffusion.

POLISHED MISCO WIRE GLASS—for maximum beauty and protection. An approved fire retardant (No. 32).

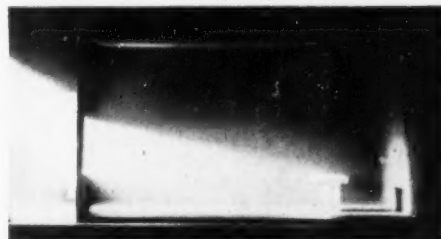
Translucent, light diffusing figured and wired glass by Mississippi is available in a wide variety of patterns and surface finishes. All are "visioneered" to distribute light to best advantage. When you build or remodel your school, specify glass by Mississippi.



Smoke box photo—window glazed with clear glass. Note light loss due to reflection.



Compare above with this smoke box photo in which window has been glazed with a diffusing glass.



Opening glazed with diffusing glass with more directional light distribution.

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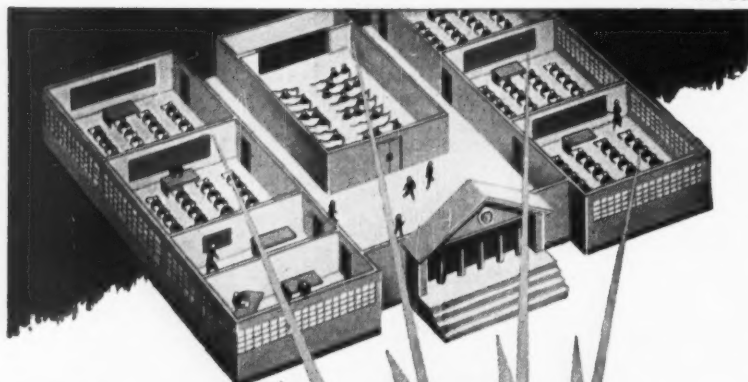
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Executone gives you instant voice-to-voice contact with every part of the school

Easier, more efficient administration can be achieved with this modern *low cost* intercom system. Executone meets all essential communication needs of every school!

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Teacher's privacy protected—Principals can study teaching methods via Executone. An optional indicator lamp signals when the "line" to a class is open. Calls to principal's office are signalled by chime and light.

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drills, Executone prevents confusion ... quickly locates nurse or doctor ... safeguards life and property.

Easy to operate — dependable — This simplified intercom system has no complicated control panels ... no microphones ... no headsets or telephone receivers.

Easily installed in existing and proposed schools. Large or small schools can expand their Executone with record turntables, radio tuners and public address speakers.

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elementary, junior high and senior high school pupils. According to Andrew G. Caulson, Jr., president of the school board, the program is designed to meet the immediate needs of the school system in terms of new and improved housing facilities.

The fall enrollment for New York City is expected to rise to an estimated 927,965 students. Enrollments have been jumping higher and higher for nine consecutive years.

In 1946 the city's board of education began a record school building program. Since then, some \$250 million has been spent on 141 projects. New buildings now in use number 69, and 22 additional schools are scheduled to open this month.

Treasury Dept. Sponsors Student Art Project

WASHINGTON, D. C.—"Future Unlimited" is the title of a nation-wide art project for students in grades four through twelve sponsored by the Treasury Department.

Students are asked to give free rein to their creative ability and portray their hopes for years to come. "Imagination is the only limit to what you can hope for," say the sponsors. Exceptional work will be given national publicity.

Participating schools may begin the project any time after the opening of the fall semester. Representative work should be in the hands of the State Savings Bonds Director by February 2, 1954.

If your school is interested, write to Future Unlimited Art Project, U. S. Savings Bond Division, Treasury Department, Washington, D. C.

Aviation Education Theme of Washington Conference

WASHINGTON, D. C.—The preparation of instructional materials for aviation education was undertaken recently by a group of school teachers, executives, writers and consultants. They met at American University here for an eleven-day "production conference."

This conference represents the first step in a long-range program being conducted by the Planning and Ad-

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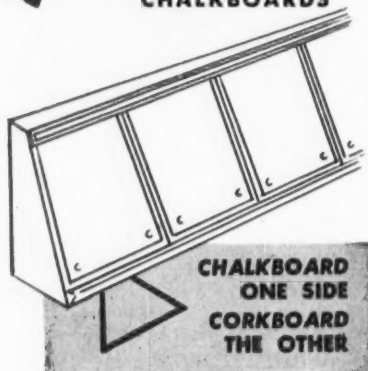
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CHALKBOARDS



Modern styling and flexibility keynote this new Vers-A-Tilt chalkboard by Claridge. Incorporating a tilted surface to eliminate glare from natural and artificial light, the board itself is reversible, enabling the unit to be used as a chalkboard or tackboard. The Vers-A-Tilt promotes better penmanship since students assume a more natural writing position.

A completely prefabricated unit, the new Vers-A-Tilt is installed in minutes; installation costs cut 75% and more.

Without any major alterations, as required by conventional chalkboards, the entire unit can be changed from a 1st grade height to that of an 8th grade in a matter of minutes.

Write today for complete details on the Vers-A-Tilt Chalkboard and the full line of Claridge Chalkboards and Bulletin Boards.

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visory Board of the National Aviation Education Council. The Council is made up principally of educators.

Emphasis in this initial conference was placed on materials for the elementary grades. Later efforts will carry aviation education to the college level, according to Dr. Evan Evans, superintendent of schools in Overland Park, Kansas, and chairman of the Planning and Advisory Board.

The first materials are designed as collateral materials to regular studies in the schools. Ultimately, said Evans, it is expected that they will be woven into appropriate textbooks.

New York City Board of Education Seeks Examiner

NEW YORK—Here is a job in education with a good salary, \$14,300 a year.

New York City must fill vacancies on the Board of Examiners, consisting of eight examiners and the superintendent of schools. Members of the Board are charged with recruiting teachers, supervisors and administrators for the city's educational system.

New members will be chosen by competitive examination. The position is open to any citizen of the United States who meets the minimum requirements of graduation from a college or university approved by the Commissioner of Education and completion of 30 semester hours of graduate courses, five years of teaching or supervisory experience in public schools, and three additional years of experience in the field of education in a supervisory, administrative or other capacity involving a high degree of responsibility.

Further information and application forms may be obtained by writing to the Municipal Civil Service Commission, 299 Broadway, New York 7. Applications must be filed by November 16, 1953.

Stoops Takes Ed. Post at U. of Southern California

LOS ANGELES—Dr. Emery Stoops, formerly administrative assistant to the Los Angeles County Superin-

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SCHOOLS . . .**

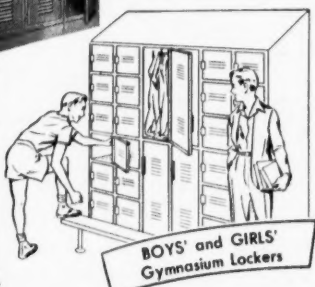
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This is just one of the hundreds of applications for Tornado school cleaners. They also convert to a shoulder-type vacuum or blower-sweeper. We'll be glad to tell you more if you'll just write for Bulletin 600.



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Only Playtime welds the most vital parts of your Bleacher into a solid, rigid, one-piece Steel Panel. This certified factory welding completely eliminates the possibility and hazard of these vital connections working loose under constant strain. Welding also seals these vital connections and prevents them from becoming moisture and rust traps.

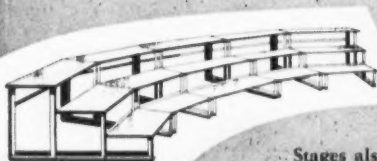
Since the Panel is a single one-piece unit there are less pieces to assemble—the framework is stronger—entire Bleacher sections can be moved without dismantling and leveling can be easily accomplished by merely raising or lowering one end of the Panel. A treated, sloped end, oak skid bolted to the 5" steel channel base protects against direct contact with the moist earth and prevents sod damage when moving or relocating Bleacher sections.

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Playtime Risers are available for Seated or Standing Chorus, Orchestra or Band. Portable

Stages also available. Playtime portable Risers are suited for commencements, class or group pictures—indoor or out—and can be used for additional seating at basketball games and class demonstrations. Write for suggested layouts to fit your requirements.

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tendent of Schools, has been appointed associate professor of education at the University of Southern California. He will begin his new duties at the opening of the fall semester.

The position which Dr. Stoops has accepted includes instruction in educational administration and the guidance of candidates for Masters' and Doctors' degrees in administration and supervision.

Dr. Stoops, a recognized educational leader in California, is now serving as national first vice-president of Phi Delta Kappa, professional education fraternity.



Dr. Clifford E. Erickson

Erickson to Head Michigan State Education School

EAST LANSING, MICH.—Dr. Clifford E. Erickson took over the duties of the office of dean of the School of Education of Michigan State College on July 1.

Erickson had served as dean of the Basic College at that institution since 1951. He will also continue in that position until a successor is selected.

Dr. Lee M. Thurston, former state superintendent of public instruction in Michigan, had previously been appointed to head the School of Education. He requested to be relieved of those duties to accept the appointment as United States Commissioner of Education.

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recent publications the school administrator will want to read, to pass along to associates, or "to have heard of"

Guide for Planning School Plants; 1953 Edition

W. R. Flesher, Chairman, Research and Publications Committee, National Council on Schoolhouse Construction, Revised 1953, 179 pp., \$2.00. Copies available from Council Secretary W. D. McClurkin, Peabody College, Nashville.

The National Council on Schoolhouse Construction designed this *Guide* to encourage creative school plant planning, to the end that school facilities fit more functionally school-community needs.

The basic principles and objectives which are offered represent a "distillation of the Council's efforts over a thirty-year period." The guide materials apply to planning, constructing, and remodeling buildings to house kindergarten through twelfth-grade students.

The 1953 edition is essentially a refinement of the 1949 edition. It adds sections on cooperative planning and on tools for establishing school service areas and an index. Heating, ventilation, and visual efficiency sections are revised.

The Activity High School

By Lawrence S. Flaum, Harper and Brothers, New York, 1953, 417 pp., \$4.50.

Professor Flaum of Drake University gives a lucid review of educational philosophy behind the activity high school concept. He is persuasive and readable as he defines the high school as a living organism where students' behavior, interests, and capacities are developed by work on real problems related to their needs.

The book's variation is in its attempt to translate theory into practice. Specific suggestions are given on how the activity concept can operate in various learning fields such as science, music, language, health. Sample teaching

units demonstrate the possibility of making secondary education vital and meaningful to youth.

The Work of the Modern High School

By Leslie L. Chisholm, Macmillan Company, New York, 1953, 542 pp., \$4.50.

Emphasis is on youth needs for our way of life and on action rather than theory in this textbook for prospective junior and senior high school teachers.

Dr. Chisholm of the University of Nebraska organizes his basic text in four sections: 1) background review of the development of secondary education; 2) what the schools ought to teach; i.e., relation of schools to daily living; 3) curriculum organization; and 4) practical suggestions for program stimulation.

Introduction to Public-School Relations

By Ward G. Reeder, Macmillan Company, New York, Revised 1953, 284 pp., \$3.75.

Professor Reeder's course on public relations, which he has taught for 30 years at Ohio State, is the matrix for this text. It is a refinement of the widely known and used 1937 edition. Immediately practical suggestions make the textbook valuable for in-service reference.

How Can Citizens Help Their Schools?

National Citizens' Commission for the Public Schools, 2 West 45th St., New York 36, 1953, 56 pp., single copies free, quantity orders \$.20 each.

This "call to action" pamphlet is the first of a series of working guides prepared by the National Citizens' Commission to help lay groups in formation or in action

for improvement of their local schools.

Questions such as why do the schools need help, how have citizens helped in the past, and how citizens' committees are helping today are answered. The booklet gives one detailed case history on a community which improved its schools through the mechanism of a citizens' committee.

Another part of the booklet lists the various services which the National Citizens' Commission makes available to all citizens working for their schools.

Education in Great Britain

British Information Services, 30 Rockefeller Plaza, New York 20, Revised October, 1952, 47 pp., Free.


A concise overview is given of the history and present system of education in England and Wales, Scotland, and Northern Ireland. There are also brief discussions on British universities, use of audio-visual aids, and educational research in Britain.

Community Action for Education

By John W. Polley, Joseph O. Loretan, and Clara F. Blitzer, Bureau of Publications, Teachers College, Columbia University, 1953, 102 pp., \$1.75.

Citizens can identify themselves with their schools even under "great city conditions," this story demonstrates. It is the history of the Bronx Park Community Project of New York City. The three-year experiment sought to arouse, in a community which is part of a metropolitan school system, local school concern and leadership.

Machinery for local school responsibility was set up, and the community was granted a degree of autonomy. The project brought out insights and procedures which may be helpful to other cities so



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large that community group feeling is dormant.

The project was jointly sponsored by Superintendent William Jansen of New York City Schools, the Public Education Association, and Teachers College, Columbia. Professor Paul R. Mort of Teachers College and Superintendent Jansen worked out overall planning.

Pamphlets of Interest

Pamphlets published by *National Education Association* departments may be obtained by writing to 1201 Sixteenth Street, N. W., Washington 6, D. C.

Office of Education publications may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Administration

Incentives Used in Motivating Professional Growth of Teachers treats in-service training. It describes incentives which principals are using effectively and which teachers are finding to be effective. Charles W. Boardman, University of Minnesota, Minneapolis. Price: 25 cents.

The Tenure of Indiana School Administrators is a bulletin of the Indiana University School of Education. Indiana University Bookstore, Bloomington, Indiana. Price: \$1.00.

Curriculum

Our Moral and Religious Resources is a guide for discussion with questions and references. National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, New York. Price: 25 cents.

Art in the Madison Public Schools. This well-illustrated booklet describes the extent of the art program and the philosophy behind it. Board of Education, Madison, Wisconsin.

Education for Self-Understanding

THE SCHOOL EXECUTIVE

PROJECTS BRILLIANT PICTURES OF UP TO THEATRE SIZE EVEN IN DIFFICULT-TO-DARKEN CLASSROOMS AND AUDITORIUMS!

The New **Strong** UNIVERSAL High-Intensity A. C. ARC SLIDE PROJECTOR

Especially useful in projecting pictures under daylight or artificial lighting conditions where a darkened room is not desirable, practical or economical. It may be used in rooms of any desired size, and a level of illumination maintained which permits the taking of notes. Designed for portability, it may be readily moved from room to room.

Entirely safe in the hands of a layman, it is easier to operate than the average 16mm. projector. Simply plug into any 110-volt A.C. convenience outlet. The motor-driven arc will project continuously for 80 minutes without retrimming. The Strong Universal Model No. 44,000 projects 3-1/4" x 4" slides. Comes complete with blower, slide carrier, power transformer and arc lamphouse, with motorized carbons. Adaptations permit the projection of 2" x 2" slides. Lenses as required for other than customary installations are available.



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"A good buy for any organization interested in quick color changes."... A Pennsylvania senior high school.

"We have been well pleased with it."... A Kansas senior high school.

*Names on request.



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LIBRARY

explores what the school might do to help young people acquire healthy attitudes toward themselves and others. Bureau of Publications, Teachers College, Columbia University, 525 West 120th Street, New York City. Price: 85 cents.

Audio-Visual

Educators Guide to Free Slidefilms lists 609 slides and filmstrips available from industrial, government and philanthropic organizations. Educators Progress Service, Randolph, Wisconsin. Price: \$4.00.

Brandon Film List describes 16 mm. films for sale, preview or rent from Brandon Films, Inc., 200 West 57th Street, New York 19, New York.

School Surveys

The Local School Facilities Survey explains how a school building survey is conducted. It is limited to a study of present and future school building needs. Indiana University Bookstore, Bloomington, Indiana. Price: \$2.00.

A Building Program for the Kankakee, Illinois, School District. Office of Field Services, College of Education, University of Illinois, Urbana.

A Study of Public Education in Portsmouth, Ohio. Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

Studies and Reports

Early School Leavers in Kentucky discusses symptoms which identify possible early school leavers, reasons, and changes suggested by youth who left school. Bureau of School Service, University of Kentucky, Lexington. Price: 50 cents.

1953-54 Catalog: Educational Edition lists tests, guidance material, classroom texts and reading improvement materials. A second catalog lists these materials for elementary

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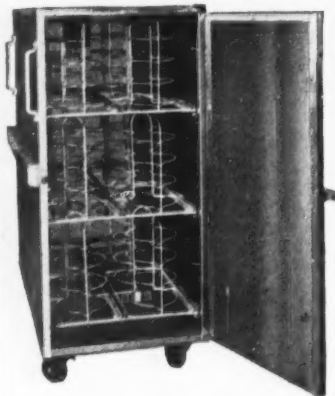
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and junior high schools Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois.

Forty-Third Annual Report of the Boy Scouts of America. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price: 60 cents.

Better Education for More People is a summary report of the Minnesota Commission on Vocational and Higher Education, 301 State Office Building, St. Paul.

Higher Education Looks Ahead deals with Minnesota colleges, their functions, problems and goals. Commission on Vocational and Higher Education, 301 State Office Building, St. Paul, Minnesota.

Your Schools, Brockton, Massachusetts 1952 is the annual report of the city school department. Edwin A. Nelson, Superintendent, Brockton, Massachusetts.

World Affairs

Making Foreign Policy, U. S. A. is published to further citizenship education. Carrie Chapman Catt Memorial Fund, Inc., 461 Fourth Avenue, Room 810, New York 16, New York. Price: 25 cents.

The Expansion of Trade discusses American tariff policy. United States Council, International Chamber of Commerce, 103 Park Avenue, New York 17, New York. Price: 25 cents.

Europe and Her Trade-Fairs describes eighteen major fairs of the current year. European Travel Commission, 295 Madison Avenue, New York 17, New York.

Health

Eat to Live tells the story of food and nutrition in everyday language. Wheat Flour Institute, 309 West Jackson Boulevard, Chicago 6, Illinois. Price: 25 cents.

Guide for Health Counselors reports practices currently in use in vocational high schools. Board of Education of the City of New York.



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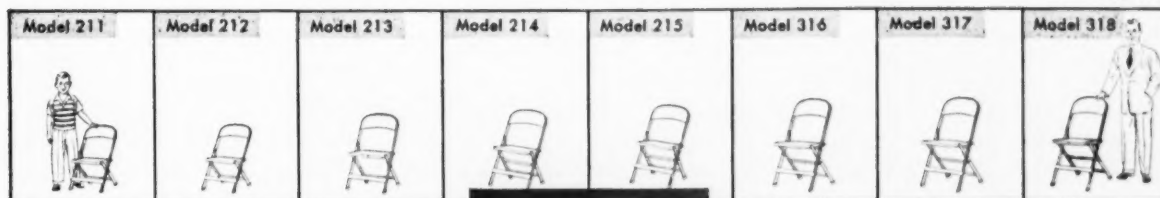
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The Washington Scene



The US Office of Education patiently awaited the official announcement of the appointment of a new commissioner. One hundred and three members of the staff had filed among their private papers the pink slip notifying them of probable separation from the Government. The House Appropriations Committee had reduced the budget of the Office by nearly one-half million. A subcommittee of the Appropriations Committee of the Senate had recommended that the solons on the other side of the Capitol follow suit. The time did not seem auspicious for the arrival of a new commissioner.

At this moment of despair, the NEA, assembled at Miami Beach, Florida, in its 91st annual meeting, entered the picture.

On June 30, a Washington morning paper quoted James L. McCaskill, director of the Division of Legislation and Federal Relations of the NEA, as stating to the NEA convention that no appeal from the Government had been made for the restoration of cuts in Office of Education salaries and expense appropriation. Immediately a wire left the headquarters of the newly created Department of Health, Education and Welfare to the NEA convention. "Not so," said Mrs. Oveta Culp Hobby, secretary of the new Department. "I made an appeal to the Senate Appropriations Committee to restore the funds cut out by the House."

Next day Sarah C. Caldwell, president, and William G. Carr, executive secretary of the NEA, addressed a telegram to key leaders in the U. S. Senate. "Secretary Hobby has informed us of her request to the Senate Appropriations Committee for restoration of the \$426,000 cut from the Office of Education salaries and expenses budget by the House and

now pending before the Senate . . . The National Education Association wholeheartedly endorses Secretary Hobby's original budget request and we urge you to support Mrs. Hobby and the new Commissioner of Education by asking the Senate to restore the funds so drastically cut by the House."

This message went also to the White House, to Vice-president Richard Nixon, to William F. Knowland, Majority Leader of the Senate, Senator Robert A. Taft, Senator Styles Bridges, and above all, to Senator Edward J. Thye, chairman of the Senate subcommittee that was recommending approval of the cut proposed by the House. Scores of messages were sent to other members of the Senate. Convention delegates wired the folks back home also to wire. A flood of appeals poured into the offices of officialdom. Meanwhile the new Commissioner of Education, Lee M. Thurston, 57-year-old Michigan educator, was taking his oath of office. "Mr. Thurston comes at an auspicious time," said Mrs. Hobby. "He can be put to work on a major crisis right away."

Auspicious or inauspicious, things were happening. The next morning, repercussions of these insistent appeals reached a cabinet meeting at the White House. As Herbert Brownell, U. S. Attorney-General, appeared on the convention platform in Miami Beach that same evening, he began his address with these words: "President Eisenhower and Mrs. Hobby and I met at breakfast this morning at the White House at a cabinet meeting. They asked me to bring a message to you. They received your wire asking that they work to restore the cut in appropriations for the United States Office of Education. Their message to you is this: this cut would damage the

essential service provided by that office for the benefit of state and local school systems. The Administration has full confidence that the new Commissioner of Education, Dr. Thurston, will administer his office economically and wisely to advance the standards of public education in America. Therefore President Eisenhower, with solid cabinet backing will use every effort to see that the cut in appropriations for the Office of Education is restored in full."

Senator Thye reversed his stand. As a result, the Senate itself refused to support the cut made by the House.

The united profession at work, a president in the White House who understands the importance of education, and a Congress that listens to the folks back home had "saved the day" for the U. S. Office of Education in an historic moment of distress.

July was a good month for educators all around. Increased use of films in schools and colleges across the nation is certain with the passage of legislation which extends the present book postal rates to educational films and related materials. The new rate for educational films is expected to save the schools \$3,500,000 annually.

Support for the new legislation was spear-headed by the NEA Legislative and Federal Relations Division upon recommendation of a committee of educators in the field of audio-visual education.

Teachers scored again recently when legislation was passed permitting them to deduct certain educational expenses on their income tax reports. Money expended for summer school may be deducted from the total income of the teacher if the expenses were incurred for the purpose of maintaining a position. Expenses incurred in obtaining an advanced degree, to increase salary, or to obtain a better position are not deductible under the present rulings.

Certain professional expenses are deductible on the income tax return, including dues paid to professional societies and subscriptions paid for educational journals. Teachers may deduct non-reimbursed expenses of traveling, meals, and lodging incurred in attending teacher conventions in this country. Depreciation of text books required by teachers in connection with their professional work may be deducted.

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Since then, each improvement and each new idea that has come off THURMADUKE production lines has been something new for them to imitate.

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SCHOOL LUNCH



Baked Beans Hawaiian Style—glamorized with pineapple and a touch of clove—is a popular midday dish with students. Cole slaw, a bran muffin and milk complete the requirements for a Type A lunch.

What's New in Menus?

by JEAN HASSELL

A FULL SCHOOL year of nutrition-packed, taste-tempting midday meals prepared with a minimum of cost and effort is the aim of every school lunch program manager. How to do it is another thing.

The Department of Agriculture has set up some reliable guides in its Type A and Type B menu patterns. These clearly define the nutritional requirements of the student lunch for schools receiving government subsidies; but even in institutions where Federal money is not forthcoming, they make worthwhile rules to follow.

How far one can work within the latitudes of the government standards depends on several things.

The students themselves vary greatly in their likes and dislikes in food and their family eating patterns.

They are not too young to be aware of flavor, texture, shape and appearance of food. They usually know if they like a dish or not. However, it is not wise to pamper improper food preferences; rather school time should be learning time even when it comes to food.

A lunch room manager must be alert to the buying habits of the school community, but she must also be diligent in her desire to round out the diets of her young customers. The lunchroom supervisor who sends her children home with an appreciation for new dishes and an awareness of nutritional requirements has accomplished a major job.

The physical setup of your cafeteria or lunchroom plus the number, competency and training of help

Jean Hassell is a member of the staff of the Home Economics Department of the H. J. Heinz Company.

LUNCH

available dictates to a great extent the type of meals you can serve.

The amount of money appropriated by school officials helps to determine the quality and quantity of foods served. Most schools attempt to keep the costs down as much as possible, but more and more school executives and board of education members are realizing the contribution a well-run lunch program can make to the health and well-being of the students. Each year more money

is being allocated and more attention is being paid to the selection of cafeteria personnel.

The imagination of your lunch-room cafeteria operator is a vital factor in determining how successfully you can serve money-saving, delicious and nutritious meals.

Many Use Packaged Foods

A glimpse at the most efficiently operated school lunch programs in the nation shows one very positive fact—they all use packaged foods to a great degree. Baked beans, spaghetti, chili con carne, canned soups,

fruits, vegetables, fruit juices and bottled condiments such as ketchup, chili sauce and mustard are standard items on their shelves.

Canned condensed soups, especially, are indispensable helpmates in the school kitchen. A bowl of soup served with a meat or cheese sandwich, fruit and milk meets the Type A lunch requirements.

It is easy to serve soup, even in the most incomplete kitchen. Hundreds of schools have installed compact chromium-plated food warmers. These miniature steam tables heat eight quarts of soup at one time. They can also be used for other heat-and-eat dishes such as baked beans, spaghetti, chili con carne and macaroni.

Where additional personnel is not available, many schools have volunteer assistance from PTA members. Equipped with a small food warmer and a stock room full of canned foods, the lunch room manager in the smallest of schools can provide hearty, varied lunches for children. Disposable, heat-resistant paper cups are often used to reduce cleanup to a minimum.

New Uses for Soup

Soup has another use, too—one that is fast catching up with "soup as soup." Today, soup appears as a basic ingredient in casseroles, salads, meat loaves, sauces, rarebits and the like. Cooking with soup is economical. Used in meat loaf, for example, it saves milk and part of the eggs. A check of costs shows that you can cut at least a penny per portion.

MEAT LOAF

48 servings,
4-ounce portions

Water	1 pint
Onions, chopped	2-2/3 cups
Beef, ground	8 1/2 lbs
Condensed Cream of Tomato Soup, undiluted ..	3/4 quart
Bread crumbs	1 quart
Eggs	8
Milk	2 cups
Salt	1/4 cup
Pepper	1 tablespoon
Worcestershire Sauce	1/4 cup
Prepared Mustard	1/4 cup

Fruit is a vital part of a school child's diet. It is an excellent source of vitamins and minerals. One of the most convenient and satisfactory ways of supplying this daily requirement is featuring individual cans of



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Vacuum
Insulated
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This is the cover of a factful, new circular written by School Lunch Directors from five major States telling WHY they are using Portable AerVoid Vacuum Insulated Carriers to expedite their school lunch feeding operations . . . AND SAVE MONEY.

And they go further and tell HOW they are using their AerVoid's, and send some dandy pictures of their feeding operations which appear in this folder. Nothing like this interesting folder on modern and advanced centralized school feeding has ever before been available. It's chock-full of ideas!

Use the coupon to ask for copies for
all of your school lunch executives.

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Please send without obligation _____ copies of your new school feeding folder
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LUNCH

fruit juice in the cafeteria line. There are a wide variety of juices available in 5½-ounce cans which compare favorably with fresh fruit juices as to vitamin and mineral content.

We mentioned before that baked beans, macaroni in cheese sauce, and spaghetti are popular midday foods. These items make hearty, appetite-appeasing dishes with but a brief heating. In addition, they can be used in combination with meat, fish or chicken for even more satisfying maindishes.

One especially tempting combination is oven-baked beans baked in a casserole with cubed pineapple and enlivened with a touch of cloves. Hawaiian Baked Beans they are called—a most attractive title for schoolagers. Besides offering variety, this dish provides a good way to meet part of the fruit requirement, and all of the bean requirement.

Here are a few menus you can build around these maindishes. And these meals will meet the exacting requirements of all "standard setters"—students, government and school management.

Meat Loaf
Tossed Green Vegetable Salad
Hot Roll . . . Butter or Margarine
Peach Half
Glass of Whole Milk
Hawaiian Baked Beans
Cole Slaw
Bran Muffin . . . Butter or Margarine
Glass of Whole Milk
Western Baked Beans
Waldorf Salad
Whole Wheat Bread
Butter or Margarine
Glass of Whole Milk
Chilled Fruit Juice
Grilled Cheese Sandwich
Cookie
Glass of Whole Milk

A booklet of other tested recipes and menu suggestions which comply with government regulations has been prepared by the H. J. Heinz Company for school lunchroom managers. It may be obtained by writing to Jean Hassell, Home Economics Department, H. J. Heinz Company, Pittsburgh 30, Pennsylvania.



Hotpoint has a plan

to help you modernize

Home Economics Classrooms!



The Hotpoint EDUCATIONAL PLAN

Hotpoint's Educational Plan includes a Scientific Kitchen and Home Laundry Planning Service. In addition, it provides that accredited educational institutions may purchase for instructional purposes, any of the complete line of modern Hotpoint Major Home Appliances at a saving of nearly $\frac{1}{2}$ the retail cost. Also, in order that the major appliances in your school may be the newest, Hotpoint will replace, for an indefinite period and at no cost to the school, any piece of Hotpoint Equipment (except cabinets) with comparable new models.

Hotpoint's Educational Plan Is Designed to Assist You in Scientifically Arranging Your Home Economics Laboratory and Keeping It Thoroughly Modern

So that your Home Economics classroom will be a real credit to your school, take advantage of this Kitchen-Laundry planning service offered to you by Hotpoint without obligation.

Your students of today will be living with all-electric kitchens and home laundries tomorrow... so, naturally, you want to teach them with the most modern electric appliances.

Read the generous offer made in Hotpoint's Education Plan, and return the coupon for prompt, complete information.

HOTPOINT CO.

5600 West Taylor St., Chicago 44, Illinois

We are interested in learning more about your Kitchen-Laundry Planning Service.

Name _____

School _____

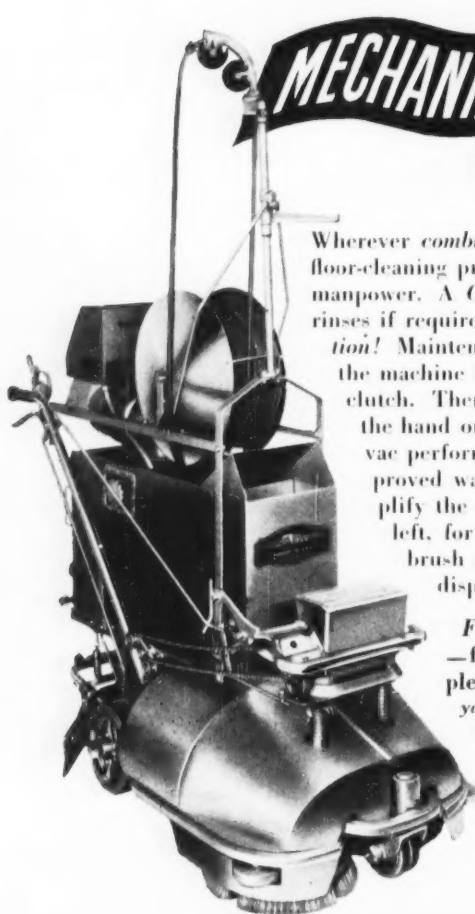
Address _____

Hotpoint ... Pacemaker of Progress!

RANGES • REFRIGERATORS • DISHWASHERS • DISPOSALS® • WATER HEATERS
FOOD FREEZERS • AUTOMATIC WASHERS • CLOTHES DRYERS • ROTARY IRONERS • CABINETS • DEHUMIDIFIERS
HOTPOINT Co. (A Division of General Electric Company) 5600 West Taylor Street, Chicago 44, Illinois



**Let's not clean away
dollars and man-hours
with costly, inadequate floor care**



MECHANIZE

your floor-cleaning with a
COMBINATION SCRUBBER-VAC!

Wherever combination-machine-scrubbing is the practical solution to the floor-cleaning problem, any lesser, slower method is wasteful of money and manpower. A *Combination Scrubber-Vac* applies the cleanser, scrubs, rinses if required, and picks up (damp-dries the floor) — *all in one operation!* Maintenance men like the *four-in-one* feature... also the fact that the machine is simple to operate. It's *self-propelled*, and has a *positive* clutch. There are no switches to set for *fast* or *slow* — slight pressure of the hand on clutch lever adjusts speed to desired rate. The powerful vac performs efficiently and quietly. Cable reel is self-winding. Improved waterproof wiring and minimum electrical connections simplify the cleaning of the machine. *Model 213P Scrubber-Vac* at left, for heavy duty scrubbing of large-area floors, has a 26-inch brush spread, and cleans up to 3,750 sq. ft. per hour! (Powder dispenser is optional.)

Finnell makes *Scrubber-Vac Machines* in a full range of sizes — for small, vast, and intermediate operations. From this complete line, you can choose the size that's exactly right for your job (no need to *over-buy* or *under-buy*). It's also good to know that you can lease or purchase a *Scrubber-Vac*, and that *there's a Finnell man nearby* to help train your maintenance operators in the proper use of the machine... to recommend cleaning schedules for most effectual care... and to make periodic check-ups. For demonstration, consultation, or literature, phone or write nearest *Finnell Branch* or Finnell System, Inc., 3109 East St., Elkhart, Ind. Branch Offices in all principal cities of the United States and Canada.

FINNELL SYSTEM, INC.

Originators of Power Scrubbing and Polishing Machines

50th
FINNELL
Anniversary

BRANCHES
IN ALL
PRINCIPAL
CITIES

School Equipment

News

Heat-Absorbing Glass SE-601

Special Process Reduces Glare



Coolite Heat-Absorbing Glass now comes in the pleasing new Luxlite pattern. Diffusing light evenly, Coolite Glass, glare-reduced by a special process, ends the discomfort of hot sunlight. Of a cool, blue color with a slightly greenish cast, Coolite absorbs solar heat rays and helps keep interiors cooler, more comfortable.

MISSISSIPPI GLASS CO., 88 Angelica St., St. Louis 7, Mo.

Art Material SE-602

Plastic Forms Combine as Designs



Colorforms are a new, easy-to-handle plastic art material that will permit children to create an endless variety of pictures and designs in bright colors without any mess. Col-

orforms consist of five 11" x 13" heavy laminated board pages each of which contain 75 die cut shapes of brilliantly colored plastic. These shapes, all in geometric forms, have a stick-on, take-off quality that permits children to play with them for hours, taking them off and rearranging them on any available slick surface. Included with the plastic shapes are one black and one white plastic surfaced work sheet and an instruction-suggestion book.

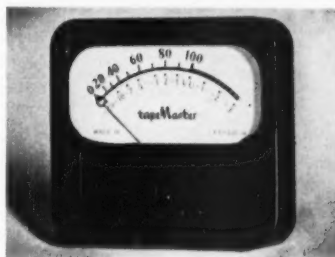
Only slight finger pressure will stick the forms to any glossy surface—windows, glass, table tops, or other Colorforms. The shapes strip off easily, yet cleanly, and can be used over and over.

COLORFORMS, 340 Hudson St., New York 13, N. Y.

Monitor

For Any Recorder

SE-603



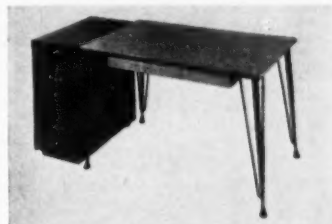
TapeMaster, Inc. has introduced a new VU meter for easy, visual recording control of any recorder. With the new meter, you can visually determine the correct recording level, properly control the recorded signal to prevent distortion, and you can emphasize or de-emphasize any particular passage and put your individual interpretation into any recording.

Swing of the indicator on the meter is at a slower rate, permitting quick, more positive reading of average power.

TAPEMASTER, INC., 13 W. Hubbard St., Chicago 10, Ill.

Teacher's Desk SE-604

Matches Classroom Furniture



In keeping with Brunswick-Balke-Collender's unified design principle, the company is presenting the school industry with a teacher's desk of the same construction, design and material as are available in student's classroom furniture.

The desk features a cellular core top with a beveled edge, and provides a large working area.

BRUNSWICK - BALKE - COLLENDER Co., 623 S. Wabash, Chicago, Ill.

Chalkboards, Tackboards, Trim SE-605

In New Economy Line

The Loxit-Tylac Kompo-Thrift line of chalkboards, tackboards and chalkboard trim has been added to satisfy the demand for boards and trim which would measure up to the Loxit standards of dependability but with particular emphasis on the economy factor.

The Kompo-Cite Chalkboards are available in 1/4 and 1/2 inch thicknesses in Rite Green and Darkrite Green colors. Other items in the line include: Eze-Tac, a marble-grained cork tackboard, and Tac-Tite, a fine-grained cork tackboard. Kompo-Thrift trims, designed to fit 1/4, 3/8, and 1/2 inch chalkboards and tackboards, come in four school colors: Rite Green, Ivory, Tan, and Darkrite Green.

LOXIT SYSTEMS, INC., 1217 W. Washington Blvd., Chicago 7, Ill.

(Continued on page 130)

TRIBUTES TO SOME PEOPLE WE ALL LIKE:



Chrysler Corporation salutes the man who ferries the merriest, shiniest, most valuable cargo on earth...

the school bus driver. Amid wiggles and tumbles and scuffles and spitballs...pelted with laughter and tickled with pigtails...he keeps a cool and magnificent command of the road in front of him, and the loads behind him. Next time you pull to a stop beside him, when he's gathering them in or letting them out so safely and patiently, take a good look at a man who is everything that a driver should be.

ALTOGETHER some 7 million American boys and girls get to school and back by bus. Some 120,000 grown-ups carefully take the wheels to get them there. Some are full time drivers. But many are public-spirited citizens who take time out from their regular duties to make the school-bus rounds.

As motor vehicle manufacturers, Chrysler Corporation is naturally proud that a large number of these buses bear the name of Dodge, with all the safety and dependability



by EDGAR A. GUEST

that Chrysler Corporation engineering and construction stands for in any motor vehicle. But it is just as fellow citizens that we are especially proud to salute the skill and responsibility of the men and women who twice a day pick up so much of America's future to deliver it safely to school and then back home.

This message about people we all like is presented by your PLYMOUTH • DODGE • DE SOTO CHRYSLER • DODGE "JOB-RATED" TRUCK dealers, and

CHRYSLER CORPORATION

*He takes to school the children small,
A service done for us
And watches over one and all—
The man who drives the bus.*

*He shares the children's chatter gay,
To them his name is known.
He guards them safely day by day
As though they were his own.*

If you would like a reprint of this poem, suitable for framing, write Chrysler Corporation, Dept. RST, 311 Massachusetts Ave., Detroit 31, Michigan.

Copyright 1953 Chrysler Corporation

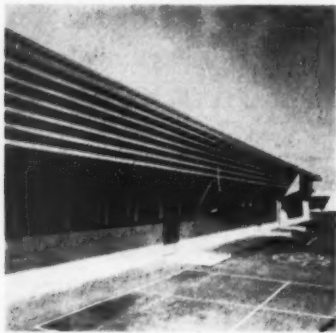
This advertisement appears in LIFE September 14, 1953

*Not lightly can his task be faced,
Fair days, or snow or rain
In him the parents' trust is placed
To bring them home again.*

*Oh school bus drivers, one and all
Be heartening it must
To have the care of children small
And know so great a trust.*

Sun Control Louvers SE-606

Reflects Light, Keeps Out Glare



The new K-louver brings gently

diffused light into interior classrooms. Because it is installed on the outside of buildings, it greatly reduces heat penetration and helps cut down loads on air conditioning systems.

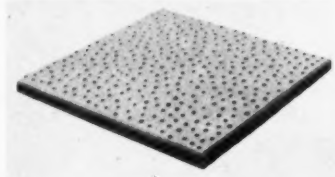
Constructed from heavy-gauge aluminum, the louvers have a wave shape that provides an evenly illuminated interior with no distracting light patterns. It can be installed either horizontally or vertically to meet architect's design. Installation is easy and economical because no special tools are required.

K-louvers serve varied purposes. They can be used for ventilating, glare diffusion, heat deflection, sound and vision control.

THE KAWNEER CO., Niles, Mich.

Acoustical Material SE-607

In New Perforation Design



Full Random is a completely new perforation design in Armstrong's Cushiontone perforated fiber acoustical material. The perforations in the new design are truly non-directional, being spaced at random over the face of the tile. It offers architects a low-cost acoustical treatment that can be used as a change from the straight-line perforation design.

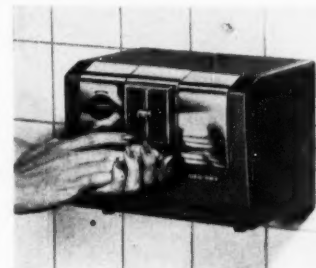
Full Random Cushiontone has narrow bevels with minimum border between the perforations and bevel, providing a modern, almost unbroken ceiling effect. It has high light reflection since the factory-painted white surface reflects 78% of the light that strikes it.

Available in 12" x 12" tile, in 1/2" and 3/4" thicknesses.

ARMSTRONG CORK CO., Lancaster, Pa.

Hand-Hair Dryer SE-608

Also Deodorizes Washroom



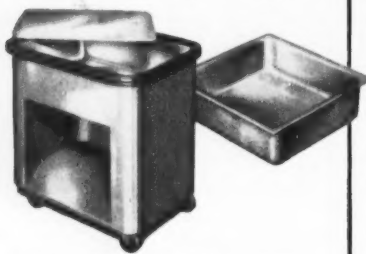
Ozo-Dry is a new electric hand and hair dryer that also deodorizes washrooms. The unit directs a gentle flow of warm, pleasant air that softens hands as it dries, and prevents chapping. It imparts a rich, silky texture and a clear, clean fragrance to hair as it dries. To the room, it gives an inviting freshness rather than an astringent odor. The deodorizing function stems from Ozo-Dry's Westinghouse Odorout Bulb, a tiny ozone-producing lamp that destroys objectionable odors.

The unit takes little space for its 9" x 7" dimensions, fits on the wall, comes complete with installation bracket and operates on AC current.

MICHAEL ELECTRIC PRODUCTS, INC., New Haven, Conn.

Introducing an all-steel, mobile **GRADE-AID** storage **CLAY CART** designed for ceramic and clay work!

● Grade-Aid Clay Cart is the first mobile all-steel unit specifically designed for clay storage. The stainless steel or galvanized steel bowl, holds a supply of clay ample for an entire class — the roomy lower compartment provides storage space for clay working tools and unfinished projects — the All-Swivel type heavy-duty casters permit easy handling by



teacher and pupil alike! The cover helps retain the natural moisture of the clay as well as insure cleanliness. The Grade-Aid Clay Cart is functional and durable . . . an attractive and useful addition to any classroom.

Write today for complete details! Grade-Aid Clay Cart is made by the manufacturers of the famous Grade-Aid "Cubbies" all-steel sink and counter combination.



only Grade-Aid **CLAY CART** has all these exclusive features!

- one piece lifetime stainless steel or hot dipped galvanized steel, deep drawn storage bowl, with all vertical and horizontal corners fully rounded!
- economical in initial cost and maintenance!
- easy to clean with only a damp cloth!
- extra storage compartment for project equipment!
- rounded edges . . . every metal edge returned for safety!
- non-marking rubber bumper . . . protects cart, walls and classroom furniture!
- smooth . . . attractive . . . baked enamel finish!

COLOR: Grade-Aid beige

PRICES:

- With stainless steel storage bowl **\$39.75**
- With galvanized steel storage bowl **\$26.50**

GRADE-AID

COLONIAL ENGINEERING CO., INC.

48 GROVE ST., W. SOMERVILLE 44, MASSACHUSETTS

What's all this talk about...

VU-LYTE OPAQUE PROJECTION?



It's the topic of the day, in educational circles at every teaching level. The VU-LYTE offers remarkable aid in making teaching more effective. It is the opaque projector with the greatest facilities and mechanical superiorities.

What IS an opaque projector? The Beseler VU-LYTE is an ultra-modern, professional-type teaching tool, embodying an entirely new principle in opaque projection. Its exclusive features afford versatility of application and flexibility of operation. All sorts of free and easily available materials can be projected to a screen in natural colors. These include maps, diagrams, homework papers, pictures, books, magazines, and solid objects. Slides and preliminary preparation of materials are not required.

What can it DO for me? VU-LYTE will help to heighten class interest. Pupils will grasp subjects more readily. Lessons so learned are longer retained. It will make it possible for you to use more illustra-

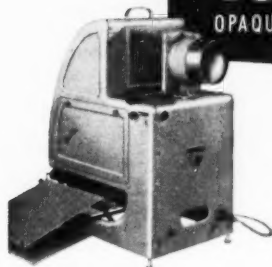
tive materials to enrich class discussions and increased pupil participation will become a natural result.

What ARE its advantages? VU-LYTE is simple to operate; provides the brightest, sharpest pictures in brilliant colors, and can be used in a partially lighted room. No similar projector has so many exclusive advantages. These include the VACUMATIC[†] PLATEN, to hold unmounted copy flat; FEED-O-MATIC[†] CONVEYOR, to easily feed in new copy and eject the used, automatically; POINTEX* PROJECTION POINTER, to throw on the screen a movable arrow of light operated by the teacher from beside the machine.

These and other educational and technical advantages are described in a free folder prepared for teachers and administrative personnel. A copy of "OPENING THE DOOR TO THE MIND" and a free demonstration of the VU-LYTE without cost or obligation is yours for the asking.

THE NEW

VU-LYTE
OPAQUE PROJECTOR



*Patented
†Patent Pending

CHARLES *Beseler* COMPANY
EST. 1899

60 Badger Avenue, Newark 8, N. J.

The World's Largest Manufacturer of Opaque Projection Equipment

Charles Beseler Co.
60 Badger Ave., Newark 8, N. J.

Gentlemen:

☐ Please send me your free folder, "OPENING THE DOOR TO THE MIND." ☐ Have your representative contact me to arrange a free demonstration of the VU-LYTE at our school.

Name _____

School _____

Address _____ (Home or School?)

City _____ Zone _____ State _____

Vegetable Peeler

SE-609

Of Stainless Steel and Aluminum

The Model P-30 is a 30-lb. capacity potato and vegetable peeler made by Colt's Mfg. Co. Of stainless steel and aluminum, this machine is streamlined, easily installed and maintained. The peel trap is built-in and features a disc design which peels rapidly and cleanly yet affords maximum protection against "flatting" which causes waste. Abrasive is fused to the disc and the cylinder interior including the chute door is entirely coated with abrasive. The door is flush with the cylinder, eliminating recesses and protruding edges which could cut or bruise the vegetables and cause discoloration.



A permanent water connection is provided. A vinyl-type flexible hose

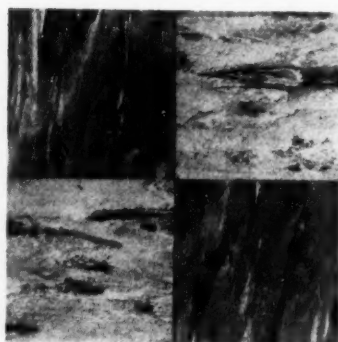
from this connection supplies water for flushing away waste material during the peeling operation. It also provides means of flushing out the interior of machine, discharge chute and peel trap cavity.

COLT'S MFG. CO., Hartford, Conn.

Vinyl Asbestos Tile

SE-610

For Long-Wearing Floors



Seventeen patterns in vinyl asbestos tile, embodying brilliant colorings in swirl marble, have been added to the Gold Seal line by Congoleum-Nairn. To be known as VinylBest, the tile is recommended for installation over, on, or below-grade concrete floors in contact with the ground, as well as over the usual suspended wood and concrete floors.

Manufactured in 9" x 9" squares, VinylBest will be packaged 54 sq. ft. to the carton. In addition to remarkable wearing qualities, vinyl asbestos tile advantages include a high resistance to acids, alkalis, household grease and vegetable fats.

CONGOLEUM-NAIRN, INC., 195 Belgrove Dr., Kearny, N. J.

Erickson **Fold-A-Way**
TABLES - with - BENCHES*
Transform CORRIDOR into
LUNCHROOM
in **6 MINUTES...**
with **1 MAN!**




De LaSalle High School, Minneapolis, Minn. 11 Wall - 3 Portable Models - Maximum Seating Capacity 226 Pupils.
Multi-Use of Space Does Not Conflict with Local Fire Ordinances.

Erickson

Fold-A-Way Tables with Benches Feature the Advantages that Make it Possible!

- Dual use of space
- Easy to fold and simple to unfold
- Benches fold with table, in one operation
- Lower floor cleaning costs up to 50%
- Save time, labor, upkeep, expense; eliminate noise, confusion
- Portable model can be moved to any location
- Wall model can be hung to existing wall, recessed or enclosed

*Also available without benches

Wall and Portable Models Give 100% Flexibility to any Area.

ONE Custodian unfolds the 11 wall model tables with benches in the photo (left above) wheels out and unfolds three portable model tables with benches—in 6 minutes!

PLANNING ASSISTANCE

Send us your floor plan. Our engineers will plan your lunchroom, gym cafeteria, corridor or classroom, new or old, to give you the best seating arrangement and room flexibility. Or ask for our new, descriptive bulletin.

HALDEMAN-LANGFORD
MANUFACTURING COMPANY
2582 University Ave.
St. Paul 14, Minn. Phone: NEstar 6139

SE-338

Microphone

SE-611

For Desk, Hand Use

The first small, lavalier-type dynamic microphone for chest, hand, or desk use in public address is announced by Electro-Voice, Inc.

Unlike any lapel microphone, the Model 647 offers full-range E-V dynamic microphone quality, ruggedness and performance characteristics for indoor and outdoor use.

Only 4" x 1", the 647 can be worn around the neck, or used in the hand, on a desk, or on a boom. When suspended around the neck, a unique tie and belt clip provides secure support and frees the user's hands for gestures.

ELECTRO-VOICE, INC., Buchanan, Mich.



Do your pupils face this hindrance to learning?

Educators today are increasingly concerned over the problem of poor acoustical environment in the classroom. Unchecked noise and faulty acoustics, they recognize, interfere with distinct hearing... induce strain and fatigue... hamper concentration... handicap pupils and teachers alike.

Low-Cost Answer

That is the reason more and more schools are installing Acousti-Celotex Sound Conditioning. A sound-absorbing ceiling of Acousti-Celotex Tile creates conditions favorable to good hearing in classrooms, auditoriums, music rooms. In study halls, libraries,

band rooms, corridors, gyms and cafeterias—it "soaks up" noise, brings quiet comfort that benefits all.

High Density
Low Density



DOUBLE-DENSITY—As the diagram shows, Acousti-Celotex Tile has two densities. High density face, for a more attractive finish of superior washability, easy paintability. Low density through remainder of tile, for great sound-absorption value.

Easy Maintenance

Acousti-Celotex Tile is quickly installed at moderate cost. Needs no special maintenance. Its remarkable *double-density* feature (see diagram) prevents warping—provides a surface of unequalled beauty and washability. Can be washed *repeatedly* and painted *repeatedly* with no loss of sound-absorbing capacity.

GET A FREE ANALYSIS of the acoustical and noise problems in your school without obligation. We will also send you free a factual booklet, "Sound Conditioning for Schools and Colleges." Mail coupon below today!



ACOUSTI-CELOTEX

TRADE MARK

REGISTERED

U. S. PAT. OFF.

Sound Conditioning

Products for Every Sound Conditioning Problem—The Celotex Corporation, 120 S. La Salle St. Chicago 3, Illinois • In Canada: Dominion Sound Equipments, Ltd., Montreal, Quebec

—Mail coupon today—

The Celotex Corporation, Dept. D-93
120 S. La Salle St., Chicago 3, Ill.

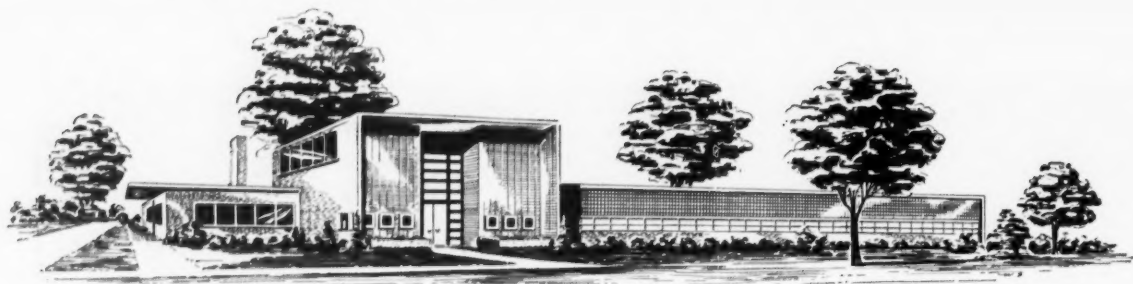
Without obligation, I would like...

- ☐ A free analysis of the noise and acoustical problems in my school.
☐ A free copy of your booklet, "Sound Conditioning for Schools and Colleges."

Name _____

Address _____

City _____ Zone _____ State _____



Good news for light-conscious planners

First Toplite installation leads new trend in classroom design

New school uses Kimble Toplite Roof Panels and Insulux Light-Directing Glass Block in side walls to give better, more evenly lit rooms.

There was a time when lighting experts worked to increase the amount of illumination in rooms because they felt the more light, the better the seeing conditions.

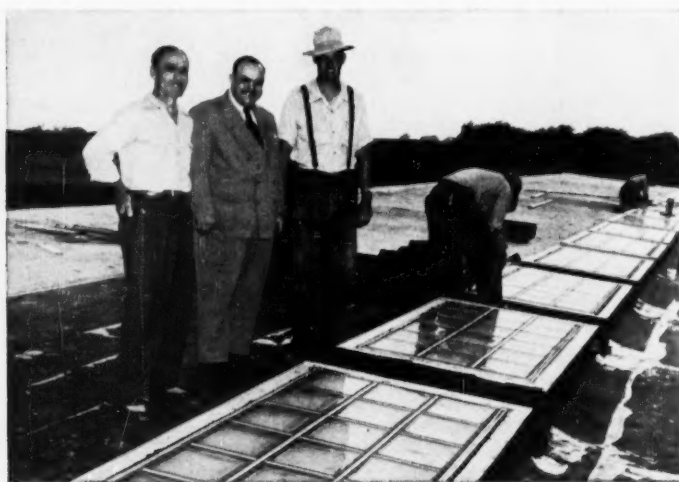
However, continuing research by Kimble Glass Company at its Daylighting Laboratories has proved it is *quality*, not *quantity*, of daylight that creates good seeing. Steady, even lighting without glare and harsh contrasts creates the ideal seeing environment.

With this new combination of Insulux fenestration and Kimble Toplite it is now possible to bring adequate daylight into any classroom regardless of depth, and to create illumination levels that fall within those requirements established by I.E.S. Size and arrangement of the Toplite panels are determined by room dimensions.

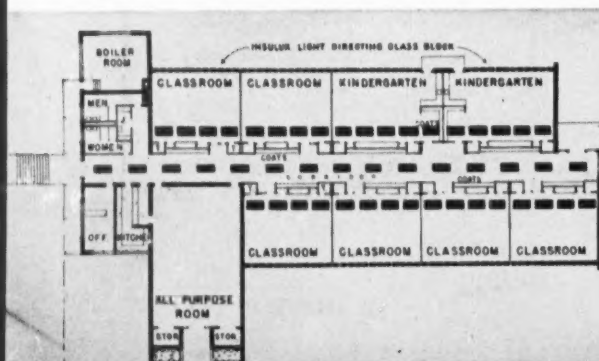
New Kimble Toplite Roof panels are designed to transmit low Autumn and Winter sun as well as cool northern light all day long . . . but . . . also repel the hot, glaring light of a mid-day summer sun. The result is soft daylight throughout the room all day.



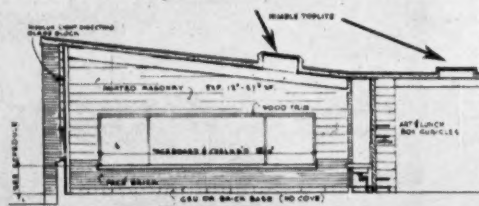
Kimble Toplite Roof Panels are factory-fabricated. In their sturdy, individual crates, they arrive on the site ready to install.

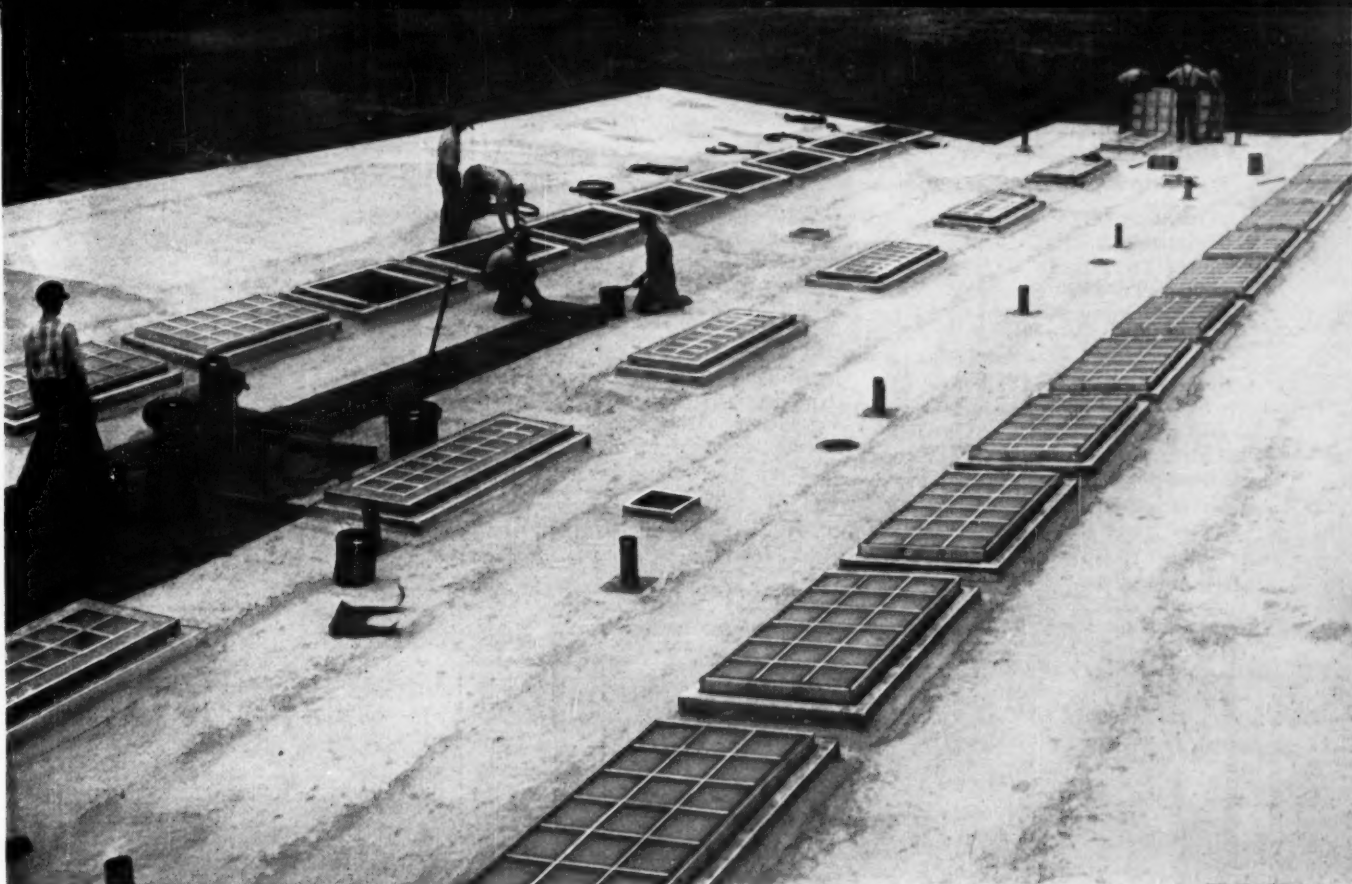


Earl Van Sickle, Supt. of Schools, Louis C. Kingscott, Architect, and Henry Vander Veen, building contractor (l. to r.), inspect the installation.



Black boxes (sketch left) indicate location of Toplite panels in corridor and classrooms. The high insulating value of Insulux Glass Block and Toplite Roof Panels reduces troublesome condensation in winter . . . reduces loads on heating and artificial illumination systems.



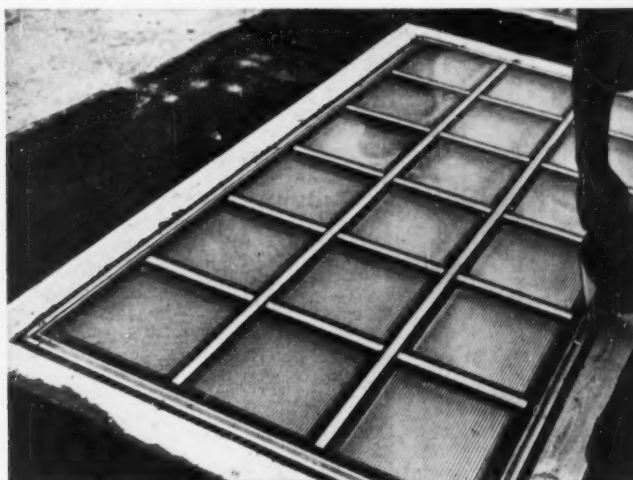


The new Middleville School, Middleville, Michigan, was designed by the architectural firm of Louis Kingscott & Associates, Kalamazoo, Michigan. It is the first school completed that uses a combination of Kimble Toplite Roof Panels and Insulux

Light-Directing Glass Block panels. Here is a construction photograph of the roof of this new school. The Toplite Panels in left and right rows are in classroom areas. Center panels are overhead in corridor. (See sketches lower left).



Factory fabrication means uniform quality and low job-installation cost. Panels are set on prepared curbs. Left, above, marine-spun oakum is forced into the expansion space between Toplite Panel and curb. Next, right above, Vault-Light cement is poured



in stages between Toplite Panel and curb. Cement is fast-setting and serves as a seal. Below left, worker trowels on asphaltic compound in preparation for laying of fabric membrane flashing material. Note roofing material is brought to top of curb.



The complete story of this great new advance in efficient utilization of *free* daylight is available in the bulletin: "Kimble Toplite—a new system in daylighting." Send for your free copy today. Address Kimble Glass Company, Dept. SE-9, Box 1035, Toledo 1, Ohio.



KIMBLE GLASS COMPANY

Toledo 1, Ohio—Subsidiary of Owens-Illinois Glass Company

Floor Finish

SE-612

Has Slip-Resistant Gloss Finish

Gripsheen is a new water-based industrial floor finish with unusual slip-resistant qualities. Primarily a solubilized synthetic resin, this protective floor finish produces an extremely high gloss without buffing.

Gripsheen provides the highest possible traction on any kind of floor including terrazzo. It is long-wearing, easy to apply, and quick drying. Small floor areas may be patched without refinishing the entire surface. Maintenance is easy by damp mopping.

WEST DISINFECTING Co., Long Island City, N. Y.

Urinal

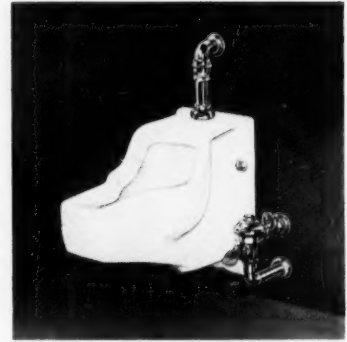
SE-613

Promotes Sanitation in Washrooms

A new wall-hanging urinal for women's washrooms — the Hygia — is now being offered by the Kohler Co. for use in schools and other public buildings.

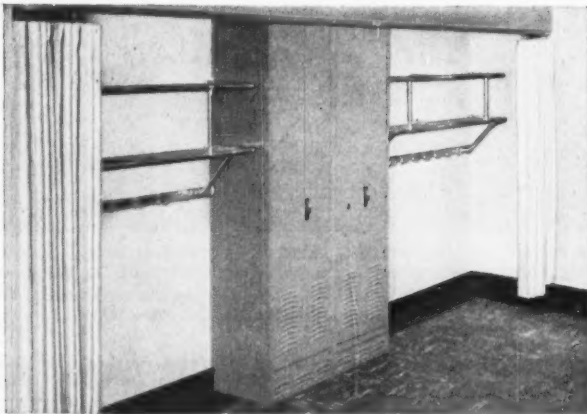
A convenient, sanitary fixture, it is available with either concealed or exposed flush valves, and can be installed like a water closet in a regular washroom compartment. It has approximately the same dimensions as many siphon jet closets and can replace a closet without elaborate changes for modernization.

The Hygia has siphon jet flushing action. Concealed rim jets cleanse the



elongated bowl swiftly and quietly. The rounded edges and vitreous china surfaces of the unit make it extremely easy to keep clean.

THE KOHLER Co., Kohler, Wis.



A New LOW COST WARDROBE

Practical, Easy to Install

Every up-to-date feature has been incorporated in this convenient, good-looking school wardrobe. Finely engineered in non-peeling aluminite finish... this well-made, easy-to-install coat and hat rack represents an exceptional "buy"... especially when combined with the commodious teacher's wardrobe and supply closet and smooth, fire-proof Fiberglas gliding curtaining. Compact, space-saving, this wardrobe deserves your careful consideration. Write for literature.



ARNCO

A. R. NELSON CO., INC.

210 East 40th Street, New York 16, N. Y.

SE-341

Garbage Disposal Unit

Heavy Duty for Heavy Service



The heavy duty Garbage Disposal Unit made by Enterprise Engine & Machinery Co. "handles upwards of 10,000 meals per day". All types of kitchen and table refuse can be handled by this machine: including milk cartons, grapefruit shells, hulls, husks, bones, paper. The cutting and shredding sections are of finest controlled quality steel, and the unit is powered by a standard 3 h.p. motor.

ENTERPRISE ENGINE & MACHINERY CO., PROCESS DIV., Dept. G 27, 18 and Florida Sts., San Francisco 10, Calif.

Your CARE PACKAGE
will cheat death in Korea
GIVE TODAY!

"Seal-O-San[®] is best for us ...

SE-354

ASSURES A SLIP-RESISTANT FINISH . . . DOES NOT READILY MARK OR SCUFF!"

"SEAL-O-SAN assures a slip-resistant finish for our gym floors—one that does not readily mark or scuff. Not only is the Seal-O-San surface beautiful and glossy, but it is easy to keep that way. It has reduced our application costs and daily maintenance, and assures good protection for the floors. That's why I often suggest Seal-O-San to others," writes Mr. Acker.

If your gym is the scene of many school activities—dances, banquets, plays and community meetings as well as gym classes and basketball games, you'll find Seal-O-San the ideal finish for the floor. Even under abusive use the finish stays "lively", slip-resistant and mar-free. Seal-O-San is resilient . . . that's the secret of its long protective life. When you refinish, try Seal-O-San.

Adair Acker

Director of Building Maintenance
Odessa Public Schools
Odessa, Texas



Odessa Independent School
Odessa, Texas

Seal-O-San
GYM FLOOR FINISH



FREE FOLDER

Send me your folder on
lining and marking gym floors.

NAME _____	TITLE _____
SCHOOL _____	
ADDRESS _____	
CITY _____	STATE _____

HUNTINGTON LABORATORIES, INC.

Huntington, Indiana



Toronto, Canada

Textile Colors

SE-615

Thin With Water, Yet Are Washable

Fabricolors are a new kind of textile paints—they can be thinned with water yet, once applied to fabrics, are washable, sunfast, runproof, and can be dry cleaned. In addition, water alone cleans the brushes and stencils used in application, and removes the color from your hands. No special extenders, cleaners, or thinners are necessary. The colors penetrate the fabric (instead of remaining on the surface) and therefore stay in longer and look brighter. Because of these combined features, they are easier to use and can be

applied to cottons, linens, acetates, silks, etc.

Sets are available in four sizes. They contain colors, brushes, a change-blade knife, and instructions, also basic stencil designs and paper for making original stencils. Colors are also available separately in $\frac{7}{8}$ oz. and larger sizes.

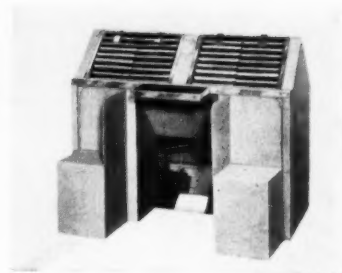
ARTONE COLOR CORP., 17-19-21 W. 3 St., New York 12, N. Y.

Tandem Collator

SE-616

Permits Collation of 32 Pages

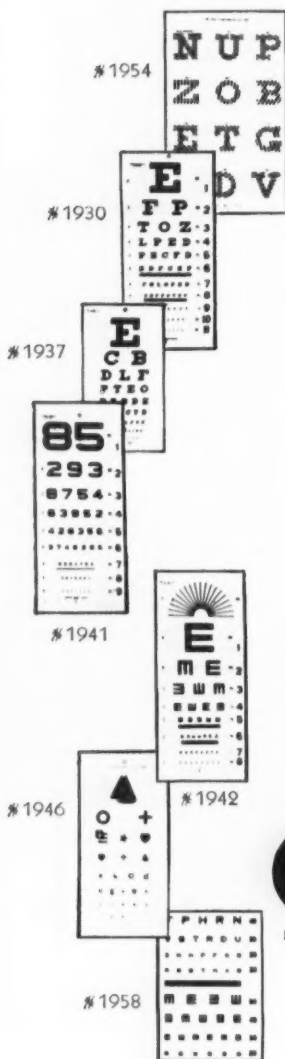
The Thomas Tandem Collator operates on a unique principle which



permits collating of 32 pages in two groups of 16 pages, four groups of 8 pages, etc.

The tandem principle operates as follows: After the papers to be collated are placed into bins, the operator depresses one foot pedal which actuates rubber-tipped fingers in bins 17 to 32. The fingers push out the top sheets of each stack into the operator's hands. She grasps the protruding sheets, jogs, and places them on a storage bin. At the same time, she depresses the second foot pedal and an identical action takes place in bins 1 to 16. The 17-32 set is placed on a storage platform where it is immediately followed by the 1-16 set.

THOMAS COLLATORS INC., 30 Church St., New York 7, N. Y.



A few of the many
American Optical Charts

MEET SCHOOL EYE TEST NEEDS

from the wide
selection of

AO WALL CHARTS

All types of distance test charts—letters, numerals, foreign language, kindergarten, illiterate—are available from American Optical Company, one of the world's largest suppliers.

You may obtain complete information about distance test charts and other eye testing instruments and equipment at American Optical Company Branch Offices located in all principal cities.

American Optical

COMPANY

INSTRUMENT DIVISION • BUFFALO 15, NEW YORK

SE-343

Floor Machine

SE-617

Designed as Utility Model



The Speedboy Special floor machine above is designed as an economy machine, although it incorporates many of the features of the larger Speedboy model including Silent-Flo drive.

Four models are available, the smaller of which has a 12-inch brush and weighs 59 lbs.

ADVANCE FLOOR MACHINE CO., 2635 Fourth St., S.E., Minneapolis 14, Minn.

The home economics laboratory



needs a modern



electric home freezer

to help



teachers take full advantage

of New Freezer Teaching Kit



in providing freezer instruction

Food freezing has become a definite and important part of American life and homemaking. That is why home economics students want instruction on the subject—and why every school laboratory should be equipped with this appliance, because *you need a freezer to teach food freezing.*

Interest in freezer instruction is easily understood when you realize that, last year, more than 1,100,000 freezers were installed in American homes.

Another aid to complete freezer instruction is the new Freezer Teaching Kit. If your school doesn't have the kit, the coupon will bring it to you FREE. If your school doesn't have a freezer, your local electric light and power company, or electric appliance dealer will tell you how easy it is to have one in your laboratory. No special wiring is required. Just plug in to any convenience outlet.

FARM & HOME FREEZER SECTION
National Electrical Manufacturers Association
155 East 44th Street, New York 17, N. Y.

ADMIRAL • BENDIX • COOLERATOR • CROSLEY • DEEFPREEZE • FRIGIDAIRE
GENERAL ELECTRIC • GIBSON • HOTPOINT • INTERNATIONAL HARVESTER
KELVINATOR • NORGE • PHILCO • QUICFREEZ • REVCO • SEEGER • WESTINGHOUSE

NEWEST WAY TO TEACH FOOD FREEZING

The Freezer Teaching Kit makes it easy to provide effective freezer instruction. Includes 12 beautiful, full-color wall charts, and Freezer Teaching Guide. Absolutely FREE! Simply use coupon!

FARM & HOME FREEZER SECTION
National Electrical Manufacturers Association
155 East 44th Street, Dept. SE-9
New York 17, N. Y.

(Please check) School has _____ does not have _____ Freezer in laboratory. Please send, absolutely FREE, the new Freezer Teaching Kit to:

Your name _____

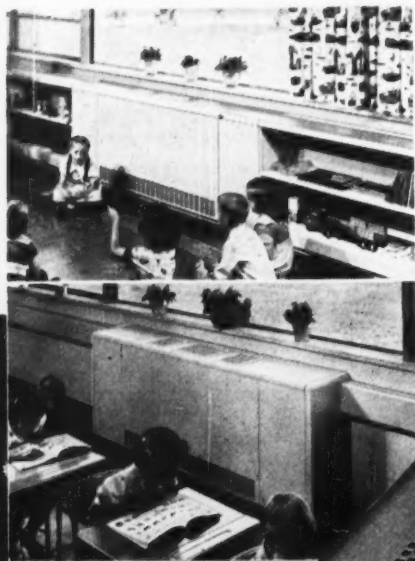
Your title _____

Name of school _____

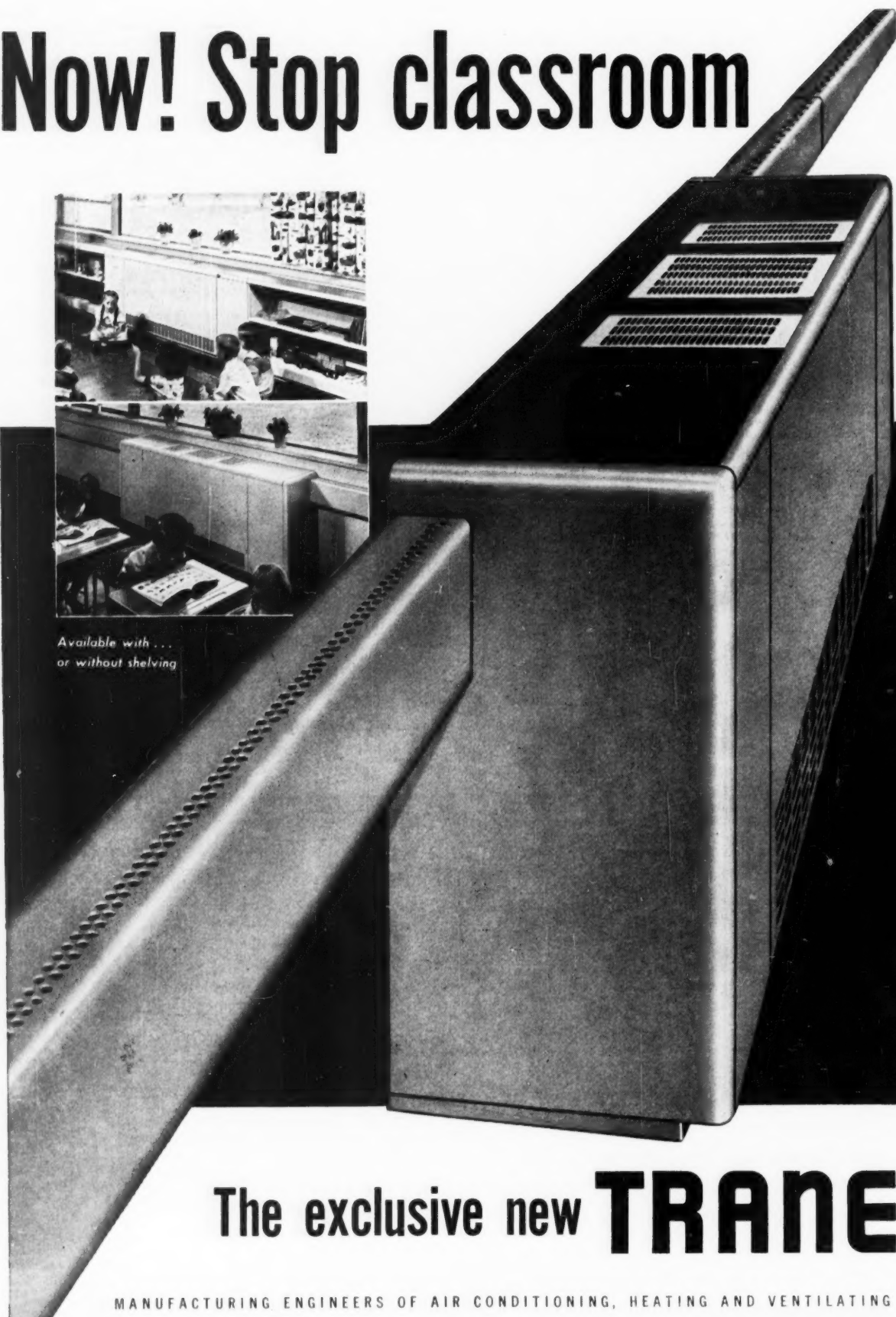
Address of school _____

City _____ Zone _____ State _____

Now! Stop classroom



Available with ...
or without shelving



The exclusive new **TRANE**

MANUFACTURING ENGINEERS OF AIR CONDITIONING, HEATING AND VENTILATING

drafts before they start!

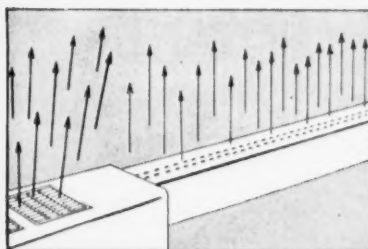
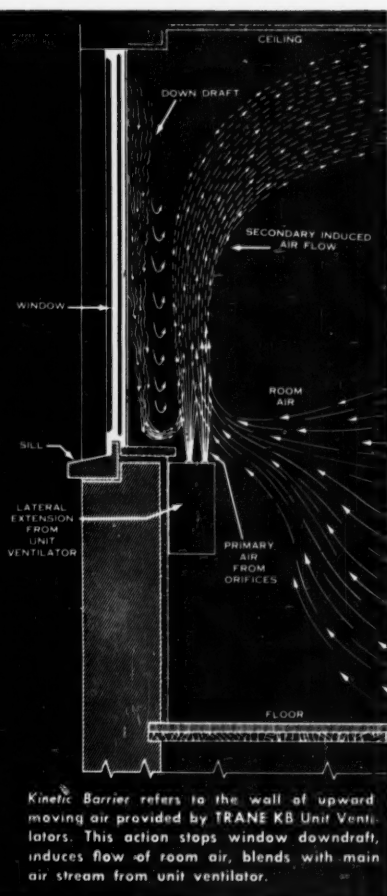
New! Exclusive Trane Unit Ventilator System
creates Kinetic Barrier which (1) stops window downdrafts
every minute room is occupied, (2) improves distribution of
heated and ventilated air, and (3) operates quietly
—virtually noise-free.

Not since the first unit ventilator has there been such a significant improvement in school comfort.

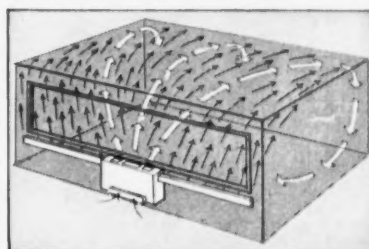
The new TRANE Unit Ventilator System actually accomplishes what architects, engineers, contractors and school authorities have long agreed would be the ideal.

How Trane System differs. The use of warmed air for intermittent "blanketing" of windows during the heating cycle has been common practice for many years. However, this still leaves pupils exposed to downdrafts since cooling is required about 75% of the time due to high heat gains. The new TRANE system differs in that it is effective at all times—during cooling as well as heating cycles. It operates every minute the room is occupied . . . even when the heat is off.

HOW TRANE Kinetic Barrier SYSTEM WORKS



Outdoor and room air is drawn into the TRANE Unit Ventilator in desired proportions where it is blended, filtered and brought to the proper temperature. It is then forced upward from the central unit and from lateral extensions along the entire window wall.



Rising air creates Kinetic Barrier which blocks drafts at source, draws room air to ceiling. These air streams blend and circulate around room in a continuous draft-free cycle. Air fans out from central unit, assists air from extensions to penetrate every corner.

Report describes new system in detail. Just published. Contains results of an investigation of the TRANE Kinetic Barrier System of unit ventilation operating in an actual "problem" classroom during the winter of 1952. If you are concerned with modern schoolroom heating and ventilation, this report is "must" reading. Write for your copy today. The TRANE Company, La Crosse, Wis.

Trane matched products fit every school need . . . Convectors • Wall-Fin Heaters • Volume Ventilators • Projection Heaters • Horizontal Unit Heaters • Force-Flo Heaters • Climate Changers • Compressors • Air Conditioners • Water Chillers • Fans • Coils • Traps and Valves.

Kinetic Barrier system of Unit Ventilation

EQUIPMENT • The Trane Company, La Crosse, Wis. • East. Mfg. Div., Scranton, Penn. • Trane Co. of Canada, Ltd., Toronto • 87 U. S. and 14 Canadian Offices.

Runner Matting SE-618

In New Snowflake Design

The Sunny Hue Snowflake design was developed to meet the need for a more colorful and attractive low-priced matting. Any of the eight modern, basic colors are available either plain or in "snowflake" pattern. The Sandalwood, Seafoam Green, Russet, Forest Green, Mist Gray, Lipstick Red and Ebony runners will carry white flakes, while the runner will also be made in White Sand, with flakes in a wide range of colors.

Sunny Hue runner is manufactured from a high-grade, durable

rubber compound which includes no cord or friction. It may be had with cross ribs in 32" and 35" widths, or in long-ribbed style in 34" widths. Both are 7/32" thick and come in rolls of 30-foot or 60-foot lengths.

AMERICAN MAT CORP., Toledo, Ohio.

Silverware Washer SE-619

Also Dries 900 Pieces Hourly

The Foley A-3 machine shown to the right is only 31" high and fits under the food counter. It handles 900 pieces of silverware per hour.



Tests prove that the silverware comes out of the machine with a bacteria count of 0, and as there is no film on which the bacteria can resettle and colonize, the count rose to only 6 after four hours.

Four different models are available, the largest capable of handling 4500 pieces per hour.

FOLEY-IRISH CORP., 31 Washington St., Brooklyn, N. Y.

SE-346

Built to Last!
... WITH THE FEATURES YOU ASKED FOR!
THE NEW DUKANE
Tru-Fidelity
TAPE RECORDER

Before you purchase a tape recorder, be sure to investigate the new DuKane Tru-Fidelity Tape Recorder. Designed for the continuous eight-hour-a-day service demanded by professional people. Easy and simple to operate for maximum true fidelity reproduction of voice and music. Rich in advanced facilities that multiply its usefulness. Compare these features:

- Two Speeds 7 1/2 and 3 3/4
- Dual Track
- Keyboard Facility Selector
- Tape Counter
- Positive Safety Erase
- "Magic Eye" Recording Level Indicator
- Rugged Tape Mechanism
- Tape Copying Facility
- Separate Treble and Bass Controls
- Public Address System
- 7 1/2 Watt Amplifier
- Easy Tape Loading
- Storage for 8 reels

It's New!
You owe it to yourself to have a **FREE DEMONSTRATION!**

DUKANE

ESTABLISHED AS "OPERADIO" 1922

DUKANE CORPORATION, Dept. SE 93, St. Charles, Ill.

☐ Please send me full details on the DuKane "Tru-Fidelity" Tape Recorder.

☐ Please arrange a free demonstration.

Name _____

Position _____

Address _____

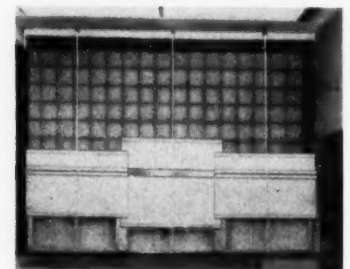
City _____

Zone _____

State _____

Shading Unit SE-620

For Glass Block Window Walls



The Luther O. Draper Co. has developed a new and entirely different method of shading combination glass block-clear glass window walls. Full daylight control and protection are assured in this type of room, regardless of the season, time of day, or angles of light refraction.

The New Way Shade Unit consists of double roller shades which are sufficiently overlapped to prevent direct light gaps. The upper and lower shades are independent in action, affording complete shade adjustability for the desired daylight. When not in use, the shades can be rolled up completely out of the way. Only a simple pulley bracket mounts at the top of the window wall.

Furnished with natural, cream-white 10 oz. Dratex cloth which is washable.

LUTHER O. DRAPER SHADE CO., Spiceland, Ind.

Treat Your Asphalt Tile Floors the New, Easy, Safe Way!

Now You Can Maintain Floors Daily
the magic HIL-SWEEP way
and Watch Dust and Dressing Vanish



only

HIL-SWEEP

gives you
all these
advantages



1. Can be used with safety on Asphalt Tile and all other types of floors, also walls, furniture, woodwork, or any surface from which dust or loose soil is to be removed.
2. Sprayed or brushed on, it picks up dust particles—then evaporates, leaving no residue, providing a dust-free floor with renewed lustre.
3. Contains **NO** emulsified oil. Leaves no oily residue to darken, discolor, soften or bleed colors.
4. Will not soften wax film.
5. Will not decrease frictional resistance.
6. **NON-FLAMMABLE** — has *no* flash point yet will not freeze. Rags saturated with the solution will not burn, eliminates fire hazard in use or spontaneous combustion of mop in storage.
7. Won't load mop. After using, simply shake out the brush or cloth and it's ready to use again. Saves on laundry and dry cleaning bills.

On your Staff... not your Payroll

There's a Hillyard floor expert near you. Write for his **FREE** help on any floor problem.



St. Joseph, Mo.

HILLYARD CHEMICAL COMPANY ST. JOSEPH, MO.
Show me how to "dust-up" the improved HIL-SWEEP way.
Mail free information on magic HIL-SWEEP to:

Name _____ Title _____

Institution _____

Address _____

City _____ State _____

Food Service Tray SE-621

Serves a Complete Meal



The Dallas Ware Food Service Tray illustrated above is made of Melmac, a plastic material highly resistant to breakage. It has tremendous insulating qualities which keep hot food hot longer and cold food cold longer.

The tray is well balanced, stacks perfectly and is easy to wash. Available in a wide selection of colors: Jonquil Yellow, Sea Green, Sky Blue, Bermuda Coral, Desert Tan, and Bone White.

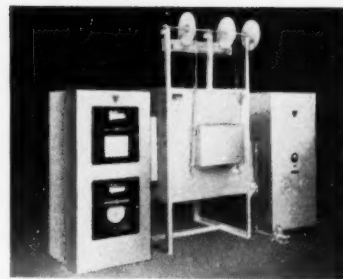
PLASTICS MFG. Co., 825 Trunk Ave., Dallas 10, Tex.

SE-622

Heat-Treating Furnace

Accommodates Wide Range of Work

Model FG-430 is a newly designed heat-treating furnace which will handle all requirements includ-



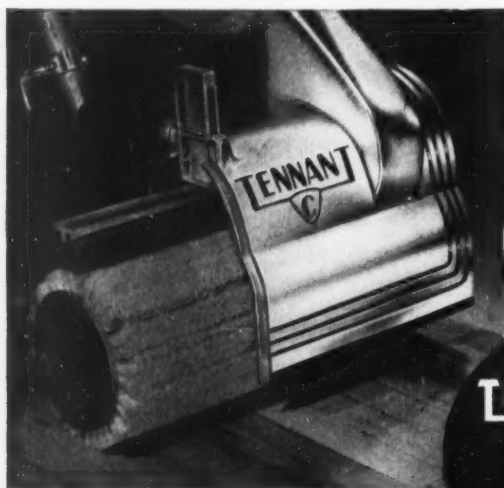
ing high-speed steels at continuous heavy duty up to 2500°F. The unit can also handle higher temperature work over shorter periods.

The loading area is 14" wide x 24" high, and the outside dimensions are 50" wide x 52" deep x 84" high.

The case is of heavy electrically-welded steel. Gas-tight ports are provided for connecting atmosphere-reducing sources. The counterbalanced door is foot-controlled and air-operating. A brick-to-brick airtight seal is assured against all sides of the opening. The flame curtain is located immediately below the opening and ignites automatically when the door opens.

PERENY EQUIPMENT CO., 893 Chambers Rd., Columbus, Ohio.

SE-348



SAVE 4 WAYS
IN
FLOOR CARE

- Equipment
- Man-Hours
- Materials
- Floor Repairs

TENNANT
MODEL
C
FLOOR
MACHINE

...the floor machine that
CLEANS, WAXES
and POLISHES
in 1 operation!

Offers more than ANY other machine—in all-around versatility and performance. Its fast-revolving 16" brush (or steel wool roll) instantly buffs dirt off DRY, whisks it into a vacuum bag... applies a thin hard coat of durable bar wax... polishes it to a high luster. *Does all this in 1 fast operation!*

Then with a quick change of accessories, your custodian is ready for all other floor maintenance jobs, too. Besides DRY-CLEANING, WAXING and POLISHING, he can SAND, BURNISH and SCRUB—with this one compact machine... in a fraction of the usual time.

OFFICES IN PRINCIPAL
CITIES



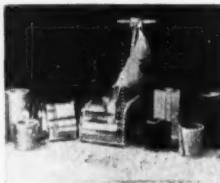
Write today!

Ask for illustrated bulletin
giving complete details.

G. H. TENNANT CO.
2540 No. 2nd Street
Minneapolis 11, Minn.



Heavy Traffic Corridor cleaned in record time with a TENNANT Model "C" Floor Machine.



6 Different Jobs can be done using these easily interchangeable 8" and 16" accessories.

FLOOR MAINTENANCE SYSTEM

CREATORS OF THE TENNANT SYSTEM OF FLOOR MAINTENANCE... MANUFACTURERS OF
EQUIPMENT AND MATERIALS FOR MAINTENANCE OF FLOORS, DECKS, ROOFS, HIGHWAYS

Rollaway Bleachers SE-623

For Indoor Installations

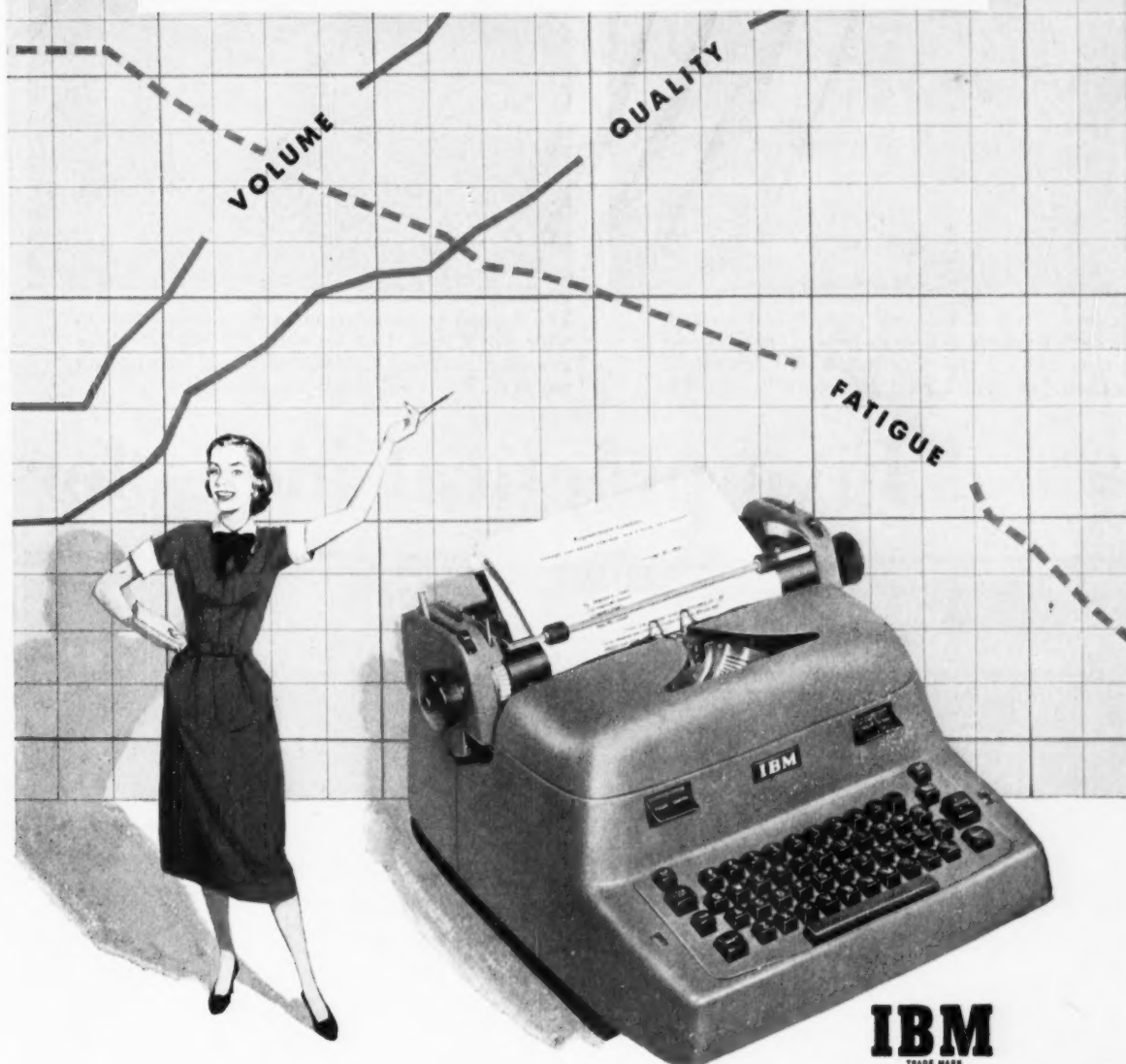


The Leavitt Telescoping Bleacher shown above is based on a new principle—there are no folding arms, springs, levers or guides and slides. To provide the greatest safety, twin tubular supports form a welded truss with each row of a standard section having eight supporting columns. Scientifically placed all-steel cross-bracing makes the understructure absolutely self-supporting and guarantees complete rigidity and stability. The bleacher rolls both at floor level and at the understructure just beneath the seat board.

Extended or nested, the new bleacher is controlled by positive locks rather than friction devices.

LEAVITT BLEACHER CORP., Urbana, Ill.

You can see the difference



Up, goes the volume of typewritten work produced in your office when you start using IBM Electric Typewriters.

Up, too, goes the quality of the work . . . the neatness, clarity, and legibility of both originals and carbon copies.

Down, go mid-morning slump and end-of-the-day fatigue, with their slackened pace and costly errors.

These are the reasons why so many companies are rapidly changing over to IBM Electric Typewriters. Isn't it time you asked for a demonstration?

IBM
TRADE MARK
Electric Typewriters

INTERNATIONAL BUSINESS MACHINES

IBM, Dept. SE-6
590 Madison Ave., New York 22, N. Y.

- ☐ Please send illustrated folders on IBM Electric Typewriters.
☐ I'd like to see the IBM Electric Typewriter.

Name _____
Company _____
Address _____
City _____ State _____

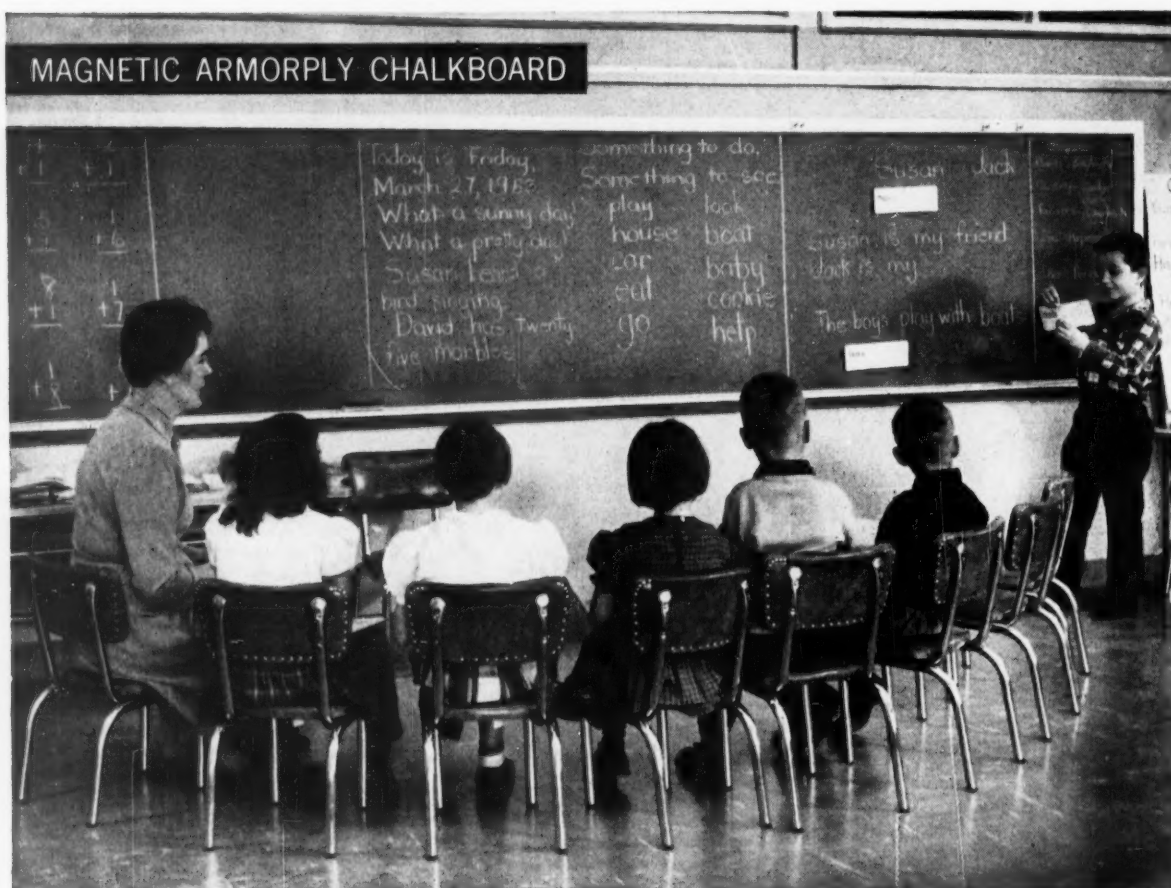


Functional beauty of Weldwood products is the keynote here. Birch Weldwood built-ins are backed by fir Weldwood. Egg crate ceiling is also of fir Weldwood. South School, New Canaan, Conn. Architects: Sherwood, Mills and Smith.



This rich-looking auditorium in the South School features white oak Weldwood on the walls. For new schools or modernizing old ones Weldwood hardwoods are a low-cost way to add beauty and protect your investment.

Five practical ideas for

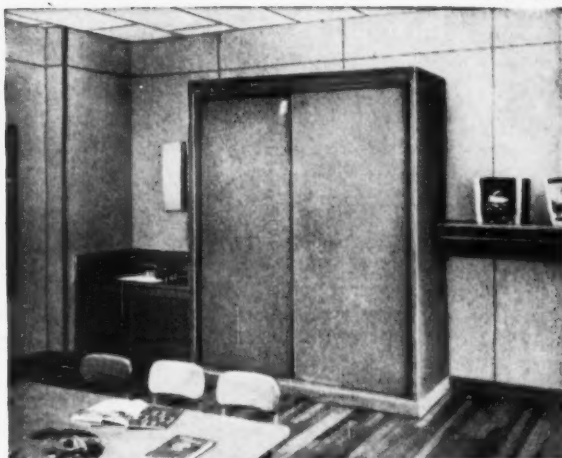


Look what's happened to the old "blackboard." It's transformed to an eye-easy, chlorophyll green. Special porcelain-surfaced steel attracts magnets! Won't scratch,

chip, crack or dent. Never needs refinishing. Guaranteed for life of building! Louisa Alcott School. Architects: Somes, Griswald, Boyden, Wylde & Ames.



This Weldwood Fire Door in the Union Theological Seminary has faces of genuine oak veneer. Yet because of its unique mineral core, it carries the Underwriters' class B and C label. Architects: Collins, Willis and Beckonert.



At the Unqua School in Massapequa, L. I., new Novoply has been used extensively. Walls and sliding doors are all of this amazing product which stays flat and is free of defects on both sides. Architect: George A. Dippell.

today's modern schools

Functional, lasting beauty is the contribution of all Weldwood products to the school buildings of the nation.

The little red school house has changed into the big, carefully planned educational institution. Designers of new schools and modernizers of older ones are increasingly specifying Weldwood products because they are as functional as they are beautiful.

Take Armorply Chalkboard, for example. The old "blackboard" now leads a double life! The chlorophyll green color takes chalk beautifully and is easy on the eyes. Because the porcelain-on-steel face* attracts magnets, Armorply® Chalkboard becomes a visual educational aid.

Look at this Weldwood Fire Door with beautiful oak veneer. Its mineral core makes it strong, yet lightweight . . . and it's guaranteed against warping, shrinking or swelling.

Then there's the exciting new Weldwood product—Novoply. It's a beautiful low-cost wood panel which can take rugged treatment whether used as wall paneling or for built-ins and furniture.

Of course there's nothing like the many varieties of Weldwood hardwood panels to add warmth and beauty to every room in a school. And all guaranteed for the life of the building.

When you are contemplating school modernization or new construction, look to Weldwood for functional beauty and long life. Don't hesitate to call on any of the 60 United States Plywood or U. S.-Mengel showrooms, located from coast to coast; or see your local lumber dealer.

*Porcelain enamel surface produced by the Bettinger Corporation.

Weldwood®

United States Plywood Corporation

World's Largest Plywood Organization

Weldwood Building, 55 West 44th Street, New York 36, N. Y.

and

U.S.-Mengel Plywoods, Inc.
Louisville, Kentucky



Weldwood is a registered trademark

DISTRIBUTING UNITS IN ALL PRINCIPAL CITIES

UNITED STATES PLYWOOD CORPORATION

WELDWOOD BUILDING, 55 WEST 44TH STREET, NEW YORK 36, N. Y.

SE-9-53

FREE: Please send me literature on:.....

NAME.....

Position in school, schoolboard or other.....

ADDRESS.....

CITY..... STATE.....

Glass Chalkboard SE-624 *Will Not Shatter*

An improved glass chalkboard, Nucite, which has eliminated the problem of breakage, and which erases with remarkable ease, has been announced by the N. Y. Silicate Book Slate Co.

The board is made by fusing a colored vitreous material to the face of plate glass. A special glass tempering process gives the glass greater ability to withstand shock and injury and eliminates the possibility of shattering if breakage does occur. In the event of severe injury, the glass may crack from top to bottom,

but will not come out of its frame. A coating of mastic, applied to the back of the board, provides an added factor of safety against collapsing.

The vitreous enamel surface of Nucite boards has also been improved to give a smoother, more durable finish than has been previously available.

NEW YORK SILICATE BOOK SLATE CO., INC., 541 Lexington Ave., New York 22, N. Y.

Roof Deck SE-625 *Has Sound-Proofing Qualities*

Insulrock, the roof deck material



which incorporates high thermal insulation value with sound-proofing qualities, is now available for new buildings at less than the cost of regular acoustical material itself.

It is composed of tough, long chemically-treated wood fibres which are completely coated with fire-resisting and water-resisting portland cement, bonded together under pressure. The interconnected fibres assure high insulation value, excellent sound absorbing qualities, and light weight.

S. K. INSULROCK CORP., Linden, N. J.

"Why do more than 2,000 School Systems and Reading Clinics use the Keystone Tachistoscopic Service?"



BECAUSE: Educators have found Extra Insurance of Complete Success, in the service that is . . .

PROFESSIONAL: Planned in consultation with many important educators—the phrase and sentence slides alone are the result of four years of research. A complete program developed by experience in thousands of classrooms. With a detailed Manual of Instructions that is so practical that numerous teachers have been immediately successful when using the Tachistoscope for the first time. Most recent professional amplification of Keystone service: **Basic Vocabulary of 3,000 words**, by Helen Bachman Knipp, Ph.D., the latest authentic vocabulary list.

ECONOMICAL: As many as 40 exposures on one Tachistoslides, giving by far the lowest initial cost-per-exposure; durable slides that serve for years without deterioration. (Addition of low-cost Flashmeter® makes

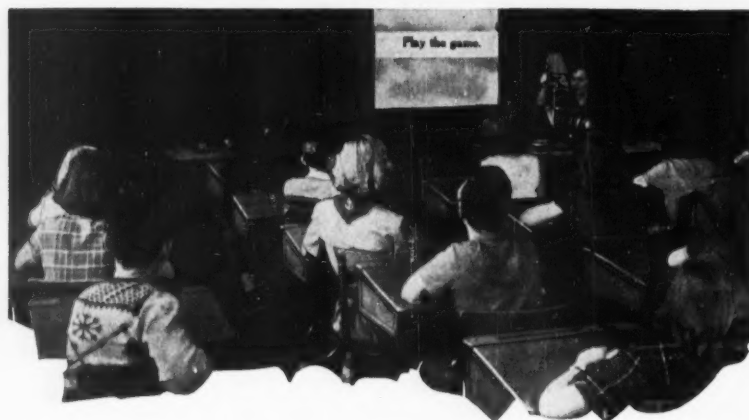
a Tachistoscope of any Keystone Overhead Projector, which meets various needs in the classroom).

PRACTICAL: Teacher faces the class when using the Keystone Tachistoscope, watching the response of each student, while seeing each exposure on the slide table before it is flashed, knowing at all times what is being shown.

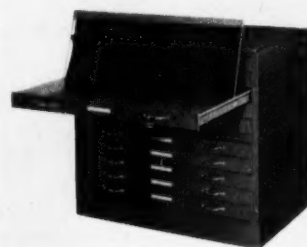
Thousands of additional exposures are available, on all levels, including Keystone Tachistoslides for Number Combinations, Music, Reading, Type-writing, and Shorthand.

Our representatives are thoroughly experienced in assisting educators to use the Tachistoscope to best advantage. They are subject to call at any time, by any user. **Keystone View Co., Meadville, Penna.** Since 1892 Producers of Superior Visual Aids.

KEYSTONE TACHISTOSCOPIC SERVICE



Plan File SE-626 *Has Hinged Dust Covers*



Mayline's new line of Metal 5-Drawer Plan Files features the hinged dust cover arrangement. The dust cover is made of smooth, plastic coated cotton cloth attached to tilting arms which will stay in place when raised. The operator can use both hands when removing or inserting drawings or blueprints in the drawer.

Furniture quality steel is used in the construction of the files which are finished with rich hammer gray enamel. The drawers operate smoothly and quietly on specially designed ball bearing rollers. Positive locking keeps drawers in position when in use. The contents of each drawer can be fully described on the large card holder. These units can be stacked one on top of the other.

ENGINEERING MFG. CO., Sheboygan, Wis.

NEW! Low-Cost Samson

Folding Tablet-Arm Chair

**IDEAL FOR CLASS
AND MEETING ROOMS**



2625 Series

YOUR No. 1 BUY IN ALL- STEEL FOLDING CHAIRS!

- Electrically welded, tubular-steel construction
- Comfort-contoured seat and back rest
- Chip-resistant, baked-enamel finish



NEW SAMSON BANQUET TABLE



- More Strength With Less Weight Than Any Folding Table Of Its Type!
- Damage-Resistant Top In Choice Of Micarta Or Masonite!

HERE's the latest Samson seating development for schools and churches—a folding tablet-arm chair that is sturdy, low-priced, easy to set up and fold, stack and store. The five-ply hardwood arm folds and unfolds with the chair.

Chair legs and frame are of electrically welded, tubular steel, Bonderized and finished in chip-resistant baked enamel. Seat is concaved and the back rest compound-curved for extra comfort. Rubber feet protect floors from damage.

For full information on the entire Samson public seating line, write for *free* booklet —“How To Save Money On Public Seating.” Special low prices are offered on quantity purchases of Samson tables and chairs. See your Samson public seating distributor, or write us direct.



SHWAYDER BROS., INC., PUBLIC SEATING DIV., DEPT. W-5, DETROIT 29, MICH.

Samson Folding Chairs Are Used By Schools And Churches Everywhere!

SE-627 Hot Food Conveyor Cabinet

Holds 96 Complete Meals

The Hot-Serve Food Conveyor Cabinet is designed to keep food hot in transit to a central distribution point. It holds 96 completely dished up meals, using any standard size plates.

Some of the features include: factory-set thermostat at 140°, removable humidifier pan with overlapping edges to prevent spilling, fully insulated cabinet, and 1000-watt strip heating element.

The cabinet is made of rigidized satin stainless steel finish which resists finger marks and scratches. Heavy-duty casters are fully ball-bearing for finger-light transportation.

FOOD WARMING EQUIPMENT CO.,
9 N. Hickory Ave., Arlington Heights, Ill.

Machine Tool Models SE-628

For Making Shop Layouts

Scale Models of machine tools for making shop layouts are now

offered on a free loan basis by the South Bend Lathe Works. Several models each of nine different machine tools are included in a standard kit. Also included in the kit are models of mechanics, and floor plan layout sheets, cross-ruled to the same scale as the models.

To use the models effectively, it is only necessary to sketch the shop room floor plan to scale on the layout sheets, indicating locations of doors, windows, columns, stationary benches, and other fixed facilities. The machine tool models are then placed on the floor plans and moved around until a satisfactory arrangement is obtained.

An added value in the full three-dimensional plan is the ease with which lighting, work space, traffic lanes, etc. can be studied. Many errors are instantly obvious. The borrower is expected to pay transportation costs both ways and to return the models promptly.

SOUTH BEND LATH WORKS, South Bend, Ind.

Vacuum Attachment SE-629

Picks Up Sanding Dust

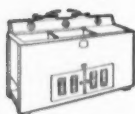
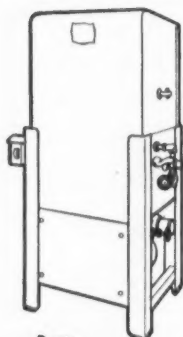


Multi-Clean Products, Inc. announces a dust pick-up vacuum cleaning attachment for use on Multi-Clean floor machines while doing light sanding or finish sanding. The device consists of a detachable vacuum power unit with 1 hp motor that mounts on the floor machine handle, and a suction ring assembly which clamps to the base of the machine without drilling. Both the vac and the machine operate together from the switch lever directly under floor machine handle bar.

MULTI-CLEAN PRODUCTS, INC.,
2277 Ford Parkway, St. Paul 1, Minn.

You get **HIGH QUALITY...** Advanced Performance

with **Universal DISHWASHERS**



Write for
Complete
Catalog TODAY!

A dishwashing machine is a substantial investment. To be sure you get the make and model best for your needs, compare Universal quality and performance before you buy.

UNIVERSAL DISHWASHING MACHINES OFFER YOU ALL THESE GREAT ADVANTAGES

180° built in Rinse water booster. Saves installation cost.

50% BETTER Dishwashing with "swing-wash" action. Does more work in less time.

HYDRAULIC Time Control of Dishwashing and Rinse Cycle. Insures uniform results with less labor.

31 MODELS. Most complete line with most wanted features.

Universal
DISHWASHING-MACHINERY CO.



57 WINDSOR PLACE, NUTLEY 10, NEW JERSEY

World's Largest Exclusive Producer of Commercial Type Dish, Glass and Silver Washing Machines



Why does Royal maintain its Number-One position in schools?

FOR MANY YEARS, Royal has been the favorite typewriter of both teachers and students. For a number of reasons...

First, you know that in selecting typewriters, your first consideration is, "Which machine is best for students *and* teachers?"

The answer to that question is "ROYAL." Because Royal is *the* typewriter designed with the operator in mind. It is designed to help students learn, and to help teachers teach. And it is the machine students will find used in business more than any other.

Your second consideration must be, "Which typewriter is the most *durable*?" And again your answer is "ROYAL." Royal has never compromised with *quality*...only the very finest materials, workmanship and skill go into the making of Royal Typewriters. That's why Royals are the *sturdiest* typewriters, last longer on the job, and take less time out for repairs.

Then, of course, you'll want to know, "What kind of service does the manufacturer give?" Royal has over eight-hundred sales and service centers throughout the country, ready to give far more than skilled mechanical service. Royal salesmen give free instructional demonstrations and provide teachers and students with a wealth of typing and teaching aids.

These are some of the reasons why Royal maintains its Number-One position as the favorite typewriter in schools. And Royal enjoys the same kind of leadership in the business community, where Royals are preferred 2½ to 1 by those who type. Royal is truly the World's Number-One Typewriter!

The coupon will bring you or your typing classes a free demonstration. No obligation of course.

ROYAL

STANDARD • ELECTRIC • PORTABLE
Royal Typewriter Supplies

Royal Typewriter Co., Inc.
School Dept., New York, N. Y.

Please have a School Representative arrange for a demonstration of the new Royal Typewriter without obligation.

Name _____

School _____

City _____ State _____

Mark of Leadership



Herman Nelson...



The New Manomet Elementary School, on Cape Cod Bay at Plymouth, Mass., is another fine example of the skillful blending of traditional exterior architecture with modern interior classroom design.

Here too, as in most modern schools, DRAFT|STOP was selected as the heating, ventilating *and* cooling system. In the exclusive Herman Nelson DRAFT|STOP unit, window down-draft is completely controlled at all times—and a constant supply of fresh air, warmed or cooled to a predetermined temperature, is gently circulated throughout the entire classroom—without drafts.

Superintendent of Schools, Mr. Donald T. Welch; Architect, Walter Gaffney; Consulting Engineer, A. Y. Christie; Mechanical Contractor, Ernest Margeson Co.

. Leads in Design

The fact that Herman Nelson leads the unit ventilator industry in design is no accident. Herman Nelson products have forged into leadership position simply because they are *better made, better engineered and better designed* than any other heating and ventilating products on the market.

From the earliest days, under the direction of its founder, Mr. Herman Nelson, the Company has never lost sight of the value of the old-fashioned ideals of quality. Often copied . . . but never equalled, the Company's products have set new standards of quality year after year.

The streamlined exterior appearance of the products . . . with their color-engineered beauty . . . has not been the only factor in design. The job to be done, the ease of servicing the products, the simplicity of assembly and all other elements have been **DESIGNED** for maximum efficiency and greater economy of operation.

The success of these principles has been demonstrated year after year as leading Architects and Engineers have specified Herman Nelson unit ventilators for schools in every State of the Union.

If you are planning a new school or a modernization program—write for experience reports and factual information. Please ask for Bulletin number 3500—Dept. SE-9, Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Ky.



FOREST GLEN SCHOOL, GLEN ELLYN, ILLINOIS, *Superintendent of Schools, MARK T. RIEDEL; Architect, CHILDS AND SMITH.*



FAIRVIEW SCHOOL ADDITION, DENVER, COLORADO, *Architect, R. EWING STIEFLER.*



Typical Design Conference—where Herman Nelson design engineers plan a new product or refinements to products already being manufactured.

BEAUTIFULLY
DESIGNED
FUNCTIONAL
EXTERIOR

DESIGNED
ACCESSIBILITY
FOR
SERVICING



DRAFT STOP
TRADE MARK

HERMAN NELSON

SYSTEM OF CLASSROOM
HEATING AND VENTILATING

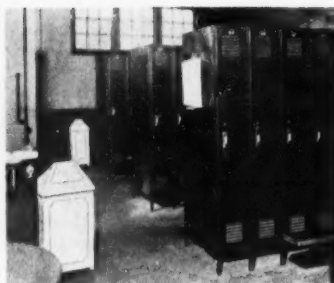
COLOR
ENGINEERED
FOR MODERN
CLASSROOMS

Waste Receptacles SE-630

Reduce Fire Danger

The Solar-Sturges Mfg. Div. of Pressed Steel Car Co., Inc. announces a new line of waste receptacles designed to reduce the dangers of fires and to increase sanitation. Perfectly balanced self-closing flaps that stay closed after waste has been disposed in the receptacles help keep wider control of any fires that may start in the cans.

This receptacle has no springs or weights to get out of order. Rounded corners, paneled sides, and rubber



cushioned stainless steel legs add new beauty, durability, and safety to the line.

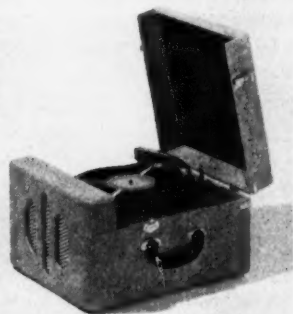
Suggested for corridors, wash-

rooms, locker rooms, and cafeterias.

SOLAR - STURGES MFG. DIV., Pressed Steel Car Co., Inc. announces rose Park, Ill.

Record Player SE-631

With Variable Speed Control



In answer to requests from educators, Califone Corp. announces the availability of its Varipole variable speed control for the first time on a classroom record player.

Model 7V incorporates a 4-watt amplifier and a heavy-duty 8" speaker in a compact carrying case. The case, of attractive Spanish grain gray leatherette, is designed to close while playing a 12" record.

In addition to the speed control, this model plays all three record speeds, and has a turnover pickup cartridge providing the proper needle for the various type of recordings.

CALIFONE CORP., 1041 N. Sycamore Ave., Hollywood 38, Calif.



TRANSMITTING DISEASE GERMS specify

BRADLEY WASHFOUNTAINS

Bradley 54-inch circular Washfountains with foot-control serve up to 10 students simultaneously—each with clean running water. Also made in semi-circular wall type.



● In a recent issue of the medical journal, *Lancet*, an article treats of transmission of disease germs, possibly polio, from different persons touching handles to flush toilets. The doctor's suggestion was that *foot pedals* be developed for the purpose.

Bradley, in developing sanitary wash fixtures, recognized this preventive factor. The *foot-control* found on Bradley Washfountains and the smaller DUO-Wash-fountain eliminate faucets and the possibility of transmitting disease germs through touching them. That is why Bradleys have become the standard in schools and institutions.

All details, illustrations, and dimensions are included in Catalog 5204. Copy will be mailed on request.

BRADLEY WASHFOUNTAIN CO., 2233 W. Michigan Street, Milwaukee 1, Wisconsin.

BRADLEY
Washfountains

Distributed through Plumbing Wholesalers



Write today for a copy of Catalog 5204.

A Few Recent Installations

Abraham Lincoln H. S.
Athlone Blind School
Broadview School
Celina School
Dearborn Michigan Schools
Eugene High School
Fayetteville School
Gilman Grade School
Hickman City Schools
Jefferson School
Oak Ridge High School
Pershing High School
Proviso High School
Riverside-Brookfield H. S.
St. Francis Drake H. S.
University of Illinois
University of Omaha
University of Utah
U. S. Military Academy
Washington State College

SE-632

Magnetic Tape Repeater

For Foreign Language Lessons

The Audio Vendor is a practical and completely dependable automatic message repeating magnetic tape magazine. When loaded with Cousino Friction Free tape, this device will run a tape loop up to 15 minutes in length at 3¾ inches per second, continuously and trouble-free for weeks on end. It is adaptable to fit about 80% of existing tape recorders.

Suitable for repeating foreign language lessons as an aid to teaching through repetition, convenient storing of dictation and shorthand lessons, dramatic rehearsals, and for delayed repetition of daily announcements through school p.a. systems.

COUSINO, INC., 2325 Madison Ave., Toledo 2, Ohio.

**MUSIC
DEPARTMENT**for constructive
self-criticism**DRAMATIC
DEPARTMENT**for comparison
and
interpretations**LANGUAGE
DEPARTMENT**for mastering
unfamiliar
sounds**SPEECH
DEPARTMENT**for oral
development**TEACHERS**for
transcribing
lessons in
advance

NEW RCA PUSH-BUTTON TAPE RECORDER

Makes Teaching more Effective, more Interesting

YOU'VE A WONDERFUL EXPERIENCE in store . . . teaching students with the aid of the new portable RCA Push-Button TAPE RECORDER.

No special skill is required to make good recordings. Just push a button . . . you're recording! Push a button . . . you're playing back! A press of the finger starts, stops, records, rewinds, and plays

back true-to-life sounds that only an RCA quality machine can capture.

EASIEST TO USE

Two speeds: one for higher quality reproduction, the other for extra-long recordings. Dual Track Tape up to 2 hours' playing or recording time. Recording Volume Indicators show when recordings

are best. Tape Time Indicator shows how much tape has been used. Just drop tape into the slot for quick-sure threading. Long-life, trouble-free construction, ideal for classroom use. Sturdy, easy-to-carry, reinforced case. RCA Sound Tape provides best in magnetic recording.

**See your local RCA dealer
for a demonstration**



MAIL COUPON NOW
FOR COMPLETE
INFORMATION ►

RADIO CORPORATION of AMERICA
EDUCATIONAL SERVICES, CAMDEN, N. J.

EDUCATIONAL SERVICES, Dept. 1991,
Radio Corporation of America, Camden, N. J.
Please send me additional information on RCA Push-Button TAPE
RECORDER.

Name _____ (Print)

Address _____

City _____ Zone _____ State _____

Stereo Carrier

Permits Showing Single Stereo

SE-633



The new GoldE Stereo Carriers permit the showing of single stereo

frames on any 2x2 slide projector. The carrier fits all 2x2 projectors and accommodates all types of stereo binders without rebinding or any manipulation. The triple precision-made carrier gives full detail and color by showing a single stereo frame.

GOLD E MFG. Co., 4888 N. Clark St., Chicago 40, Ill.

Teaching Shut-Ins

SE-634

By Special Telephone

The Executone instruments, used in conjunction with standard tele-

phone lines, provide two-way conversation between the classroom and home or hospital room of a handicapped child.

They consist of three units: The Student's Station, placed at his bedside, allows the shut-in to hear the classroom discussions and reply when called upon to participate. The School Amplifier, usually located in the school office, draws current from a 110-120 volt AC power line and is filtered to match electrical characteristics of the telephone line. The Portable Classroom Station, containing combination speaker and sensitive non-directional microphone, broadcasts classroom discussions to the homebound child and transmits the shut-in's conversation throughout the classroom.

This equipment is provided on a rental basis by the telephone companies of the Bell System, or it may be purchased from the manufacturer for use with private telephone lines.

EXECUTONE, INC., SPECIAL EDUCATION DIV., 415 Lexington Ave., New York 17, N. Y.

Black-Out Blind

SE-635

Insures Total Darkness, Ventilation



Vendark Black-Out Blinds are attractive yet provide complete darkness and, at the same time, good ventilation.

Ingenious construction makes this double feature of total blackness with free circulation of air possible. M-shaped slats that nestle one on top of another provide an impenetrable barrier to all light when they are closed. Yet, because there is no solid flat stretch of blind, air can circulate freely.

Made of a high-impact styrene plastic.

VICTORY PLASTICS Co., Hudson, Mass.

SE-358

specify the world's toughest tops

SUPER-BONDED

TABLE TOPS
COUNTERS
BAR COUNTERS
FURNITURE TOPS
COUNTER PANELS

made exclusively by JOHNSON

custom tops fabricated of
FORMICA
and other decorative
plastics

BAR TOPS
COUNTER TOPS
KITCHEN TOPS
FOUNTAIN COUNTERS
WAINSCOTING
DOORS

FREE

Write for full descriptive literature, including exclusive edging styles and Formica samples. Ask for the name of your local JOHNSON dealer.

39 FORMICA PATTERNS and colors are constantly maintained in stock. And the complete range of Formica and other nationally branded plastic materials are readily available. All Johnson Plastic surfaces are SUPER-BONDED to core stock consisting of nine 1/4" plies of carefully selected hardwoods, to give extra years of flawless beauty and service.

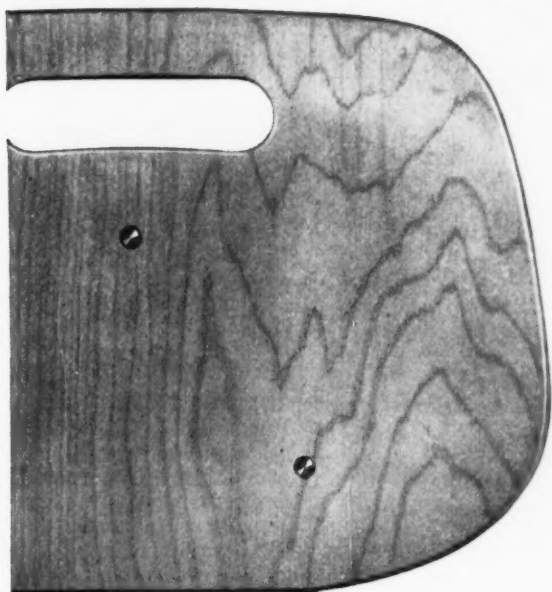
8 DISTINCTIVE EDGING STYLES of new exclusive Johnson design as well as standard types are sealed-fit to insure the very maximum of sanitation.

Johnson
PLASTIC TOPS INC.

69 North Street, Elgin 7, Illinois

FORMICA

Only Brunswick offers you the **FOUR** in **ONE** chair



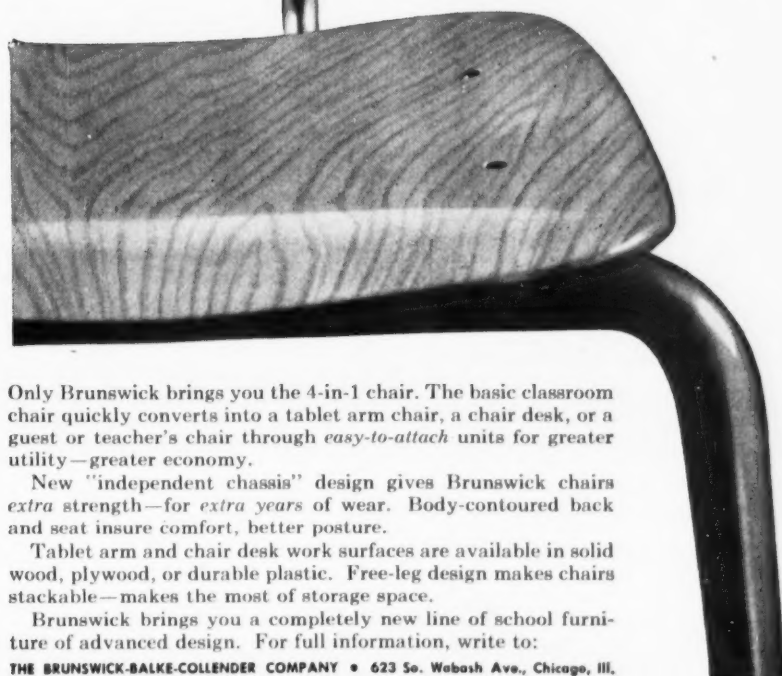
Tablet Arm Chair—Exclusive "Write Angle" work surface unit quickly converts basic chair to tablet arm chair. Offers the ultimate in writing comfort. Right- or left-hand units.



Chair Desk—Trapezoidal work surface unit quickly converts basic chair to chair desk. Plus elbow support for extra writing comfort. Easy accessibility. Right- or left-hand units.



BRUNSWICK



Only Brunswick brings you the 4-in-1 chair. The basic classroom chair quickly converts into a tablet arm chair, a chair desk, or a guest or teacher's chair through *easy-to-attach* units for greater utility—greater economy.

New "independent chassis" design gives Brunswick chairs *extra* strength—for *extra* years of wear. Body-contoured back and seat insure comfort, better posture.

Tablet arm and chair desk work surfaces are available in solid wood, plywood, or durable plastic. Free-leg design makes chairs stackable—makes the most of storage space.

Brunswick brings you a completely new line of school furniture of advanced design. For full information, write to:

THE BRUNSWICK-BALKE-COLLENDER COMPANY • 623 So. Wabash Ave., Chicago, Ill.



Guest Chair—Comfort-curved arm rest unit quickly converts basic chair to guest chair. Dust-free book rack optional on all chairs.

Brunswick

SE-636

Ice Removing Chemical

Melts Faster than Salt

The Monroe Co., Inc. has developed an ice removing chemical known as X-73 Ice Remover. This product melts ice and thaws snow many times faster than salt. It also eliminates ice chipping and greatly reduces the need for snow shoveling. In addition, it contains a rust inhibitor which affords protection to automobiles, machinery, drains, and gutters.

Produced in the form of coarse granules, the product is easily used by sprinkling lightly over ice surfaces. It spreads itself thoroughly and



melts the snow away. Also recommended for furnishing quick traction.

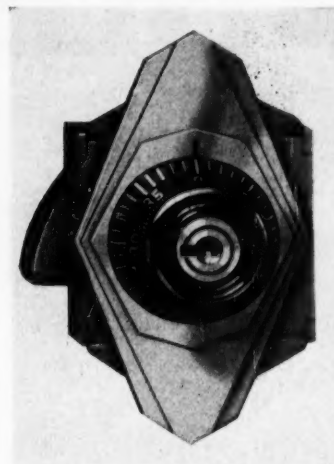
Available in 100- and 200-lb. fiber drums and in waterproof paper bags.

THE MONROE CO., INC., 10703 Quebec Ave., Cleveland 6, Ohio.

Locker Lock

SE-637

Offers Increased Locker Security



The new 68-267 masterkeyed, built-in locker offers increased locker security and longer life. One of the major improvements is a heavier and flat bolt cap, which simplifies construction, guarantees uniform, easy action and increases strength.

Further increasing the strength and also eliminating the possibility of bolt cap shifting is the method of fastening. The bolt cap is held firmly in place by shoulders on screw posts below and by bushings above.

Master keys for the new locks may be interchanged with older National Lock locker locks of the same code, eliminating extra work in bookkeeping.

NATIONAL LOCK CO., ROCKFORD, Ill.

Slide-Warmer

SE-638

Adds Visibility To Tissue Mounting

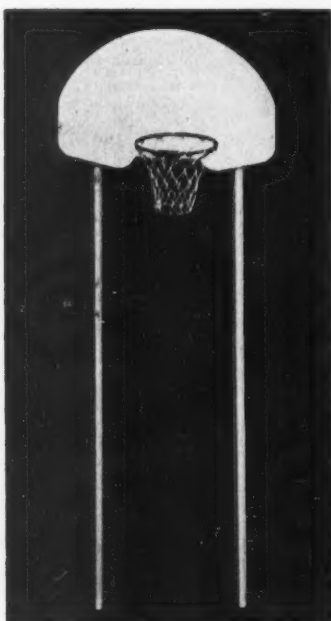
The Fisher Slide-Warmer adds visibility, cleanliness and convenience to the tissue process, as well as to intensifying-stain techniques for cells and bacteria. The Slide-Warmer, with its integral lucite hood, means that frequent visual inspections of the samples during the long dehydration process are now possible. This means, too, complete dust protection.

The transparent hood, vented for vapor exhaust and non-fogging, is mounted on piano hinges to stand open for adding and removing slides. The hood's slope prevents condensate drip on the slides.

FISHER SCIENTIFIC CO., 717 Forbes St., Pittsburgh 19, Pa.

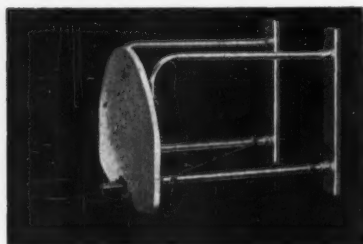
SE-360

Be Ready for the Big Winter Sport :



BASKETBALL

Basketball is the sport youngsters enjoy. Provide them with sturdy, long-lasting, all steel outfits like this Recreation fan-shaped backboard and basket; or anyone of the many other backboard outfits shown in the catalog. You can select equipment from the Recreation catalog to suit your needs . . . for basketball, for playgrounds, for swimming. Recreation Products are distributed nation-wide and backed by 20 years of service. You buy the best when you buy Recreation.



NOW! Get your Swimming Pool Ready for the School Year

Check your diving boards; your equipment for swim meets; your pool cleaning apparatus. You can order now for quick delivery any equipment you need. Select it from our catalog.

**BUY LONG-LIFE
EQUIPMENT FROM**

THE RECREATION LINE

Send for
Complete
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**FILL OUT
AND MAIL
COUPON
TODAY!**

RECREATION EQUIPMENT CORP.
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Please send me your complete catalog and name of dealer nearest me.

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City _____

State _____



How to eliminate this teaching woe:

"Hear today  ...gone tomorrow"

Most teachers and school administrators realize that retention is directly proportional to student interest. More than inherent intelligence is necessary to produce successful students. This raw material must be stimulated... made eager to participate. And the remarkable versatility of the Revere Tape Recorder does just that! In the classroom, music library, theatre arts, practically every teaching and administrative function, the Revere opens gateways of interest... gateways leading to far greater success for teachers.



REVERE "Balanced-Tone" tape recorder

The tone quality of professional broadcast equipment. Simplified, automatic keyboard operation. Exclusive index counter for instantly locating any part of recorded reel. Two full hours recording per 7" reel of erasable, reusable tape. May be used for public address system.

Model T-700 \$225.00

Model TR-800—Same as above with built-in radio..... 277.50

T-100—Standard, 1-hour play..... 169.50

T-500—DeLuxe, 2-hour play, built-in radio..... 179.50

TR-200—One hour play, built-in radio..... 224.50



Revere TAPE RECORDER

REVERE 16mm Sound Projector

Provides "theatre-tone" with sharp picture projection! A-B-C simplicity of operation; light 33-pound portability. Incomparable Revere styling and durable construction.

With speaker-carrying case and cord, take-up reel, 1600' reel extension arm, instructions—only \$325



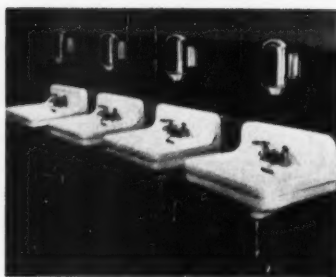
Soap Dispenser

SE-639

*Dispenses Accurately,
Without Clogging*

The DeWitt Co., has introduced the Soapserver, a non-clogging soap dispenser designed for years of trouble-free operation. This unit accurately delivers powdered soap with a minimum of waste.

The dispenser combines the ruggedness of steel with the beauty of chrome. There is a sturdy hinged lid with no locks to break or keys to lose. It loads easily through large perforations, yet prevents pilferage of soap.



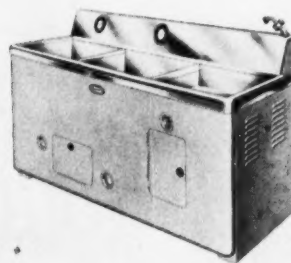
Simplicity of parts assures trouble-free operation.

THE DEWITT CO., 603 Addison St., Chicago 13, Ill.

Dishwasher

SE-640

Processes 2000 Dishes Hourly



The Kewanee Dishwasher for 1953 features improved durability and efficiency. Two basic models are available: the standard model and the pre-wash (illustrated). Both wash and sanitize all dishes, including glasses, silverware, pots and pans at a rate of well over 2000 dishes per hour.

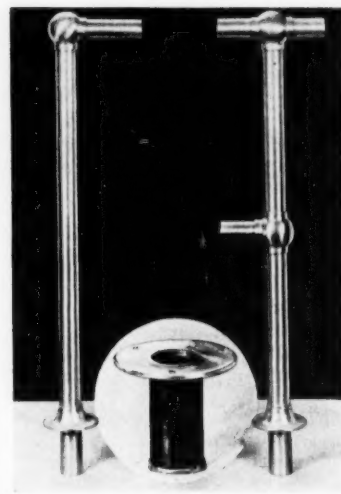
In the pre-wash model, dish-filled baskets are first placed in a special tray and sprayed before being put into the wash tub.

KEWANEE INDUSTRIAL WASHER CORP., Kewanee, Ill.

Cafeteria Railings

SE-641

Eliminate Congestion



Pre-fabricated railings are meeting an increasing need for efficient traffic control in all types of cafeterias.

Manufactured to any dimensions desired, the railings are attractive and economical and come ready for easy installation. They are available in chrome, stainless steel or aluminum, made with standard fittings or one-piece welded construction.

The Lawrence Socket-Pocket firmly anchors railings in the floor.

LAWRENCE METAL PRODUCTS, 79 Walker St., New York 13, N. Y.

Write on it
and see the
difference!

ROWLES
See-GREEN
CHALKBOARDS

ENDURAROC PERMASITE DUROPLATE

Write on it and see the difference! It's smooth, . . . yes, velvety smooth to give you a new chalkboard writing thrill!

It means smooth, effortless writing that produces chalkmarks that are sharper, more uniform, more opaque with almost unbroken lines. Writing on the new See-GREEN is brighter . . . with greater contrast, improved visibility, better readability and all-around less eyestrain.

Rowles new velvet-like writing surface has a texture that closely rivals the fine grain of nature's own sedimentary silicate rocks. This smooth close grain is free of all deep pits and troublesome high spots. It makes writing smooth and easy, producing an even unbroken mark as it moves across the surface. There's never any scratching or skipping on a Rowles Chalkboard.

Try writing on the new Rowles See-GREEN Chalkboard . . . and you'll see the difference.



Ask your local Rowles School Equipment Dealer to show you this marvelous new writing surface, or write direct for a free testing sample.

E. W. A. ROWLES COMPANY

ARLINGTON HEIGHTS, ILLINOIS

Instantly Changeable Type Will Make Your Mimeographed School Publications Look Like Printing!



1
Type fonts instantly changeable. Each font contains all characters... caps, lower case, figures, symbols and punctuation. In two seconds your typist may change to any other size and style of type.



2
A flick of the wrist and a new font is in place, ready for service without disturbing the work in progress. Two fonts fit into position, at one time, permitting italics or footnotes with a choice of main body copy.

- CHANGEABLE TYPE
- CHANGEABLE SPACING
- CHANGEABLE IMPRESSION
- CHANGEABLE LANGUAGES



3
The Vari-Typer Stencil-Writer has a standard keyboard; your own typist can operate it. Uniform electrical impression. Special interior light shines through stencil impression, making for more accurate work.



Vari-Typer
Stencil-Writer

price \$480⁰⁰

USE THE VARI-TYPER STENCIL-WRITER FOR...

- SCHOOL PUBLICATIONS
- EXAM PAPERS
- PROGRAMS
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SEND THE COUPON FOR FREE LITERATURE AND SPECIMENS.

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720 Frelinghuysen Ave., Newark 5, N.J.

Please send me Vari-Typer Booklet 302

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COMPANY.....

ADDRESS.....

CITY.....ZONE...STATE.....

Audio-Visual Aids

SE-701 Poultry Management

Poultry Management. A new full-color filmstrip series has been created to be used in Agriculture Training Courses and other farming groups in any poultry training program. The six titles of this series indicate the wide scope of its coverage: *Starting a Poultry Enterprise, Brooding Chicks, Rearing Young Stock, Feeding and Management for Egg Production, Producing Top Quality Eggs and Poultry Culling and Selection.* AUDIO-VISUAL DIVISION OF POPULAR SCIENCE PUBLISHING Co., 353 Fifth Ave., New York 10, N. Y.

SE-702 Bulletin on 16mm Sound Films

South Bend Lathe Works has released a series of three films in full color which are described in Bulletin 5230. First, *The Metalworking Lathe*, introduces the Lathe to the beginner. The second, *Plain Turning*, shows all operations necessary to machine a shaft. Film three, *Grinding Cutter Bits*, portrays the correct way to grind tools for different lathe operations. Showing time for each film is approximately 20 minutes. SOUTH BEND LATHE WORKS, 425 East Madison St., South Bend 22, Ind.

SE-703 Arc Welding

This filmstrip series, prepared by Popular

Science in cooperation with the Lincoln Electric Co., deals with the teaching of modern arc welding methods. The three filmstrips available are: *Electric Arc Welding and How It Helps Man, Selecting and Using Arc Welding Equipment, and Practicing Arc Welding.* Students in junior and senior high schools and adult classes will find them most valuable. POPULAR SCIENCE PUBLISHING Co., AUDIO-VISUAL DIV., 353 Fourth Ave., New York 10, N. Y.

SE-704 Educational Film Catalog

The University of Illinois Audio-Visual Aids Service has released a 500-page catalog of film descriptions, listings of transcriptions, and tape recordings. Copies are available at \$1.50 each from AUDIO-VISUAL AIDS SERVICE, UNIVERSITY OF ILLINOIS, Champaign, Ill.

SE-705 Typewriting Tachistoslides

The Keystone Series of Tachistoslides for Teaching Typewriting, by Fred E. Winger. This is a series of fifty larger Keystone Tachistoslides designed for use with the Keystone Tachistoscope to promote speed and accuracy in typing. Valuable training in perceptual skills are designed to improve the typing performance of students receiving this instruction. KEYSTONE VIEW Co., Meadville, Pa.

SE-706 In-Service Training

Shyness. This 20-minute film, produced by the National Film Board of Canada, is especially suited to in-service teacher-training programs, PTA's, and guidance groups. It shows three different types of shy children and how they can be helped through home-school cooperation. TEXT-FILM DEPT., MCGRAW-HILL BOOK Co., 330 W. 42 St., New York 26, N. Y.

SE-707 Good Health Habits

Rest That Builds Good Health. 16mm sound, color or black and white. Two school children discover that sleep is just one type of rest; others include relaxation, change, and exercise. They also learn how to develop good rest habits, what happens to our bodies while we sleep, and why proper amounts of rest are essential to our growth and well-being. CORONET FILMS, 65 E. South Water St., Chicago 1, Ill.

SE-708 Science Films

Four new 16mm instructional films have been released by United World Films, Inc. All are black and white with narration. Titles are: *Functions of the Body*, 15 minutes; *Respiration*, 14 minutes; *Heredity in Animals*, 10 minutes; and *Nitrogen Cycle*, 14 minutes. Each of these four films has been especially edited and narrated for junior and senior high school courses in General Science and in Elementary and General Biology. UNITED WORLD FILMS, INC., 1445 Park Ave., New York 29, N. Y.

SE-709 Stage Makeup

Make-Up—Straight and Old Age. Sound, Color. 20 minutes. This film demonstrates and explains the effect of brilliant stage lighting and stage-to-audience distance which flattens and dulls the features of the actor's face. It shows the application of straight stage make-up in step-by-step detail. BUREAU OF AUDIO-VISUAL INSTRUCTION, 1312 W. Johnson St., Madison 6, Wis.

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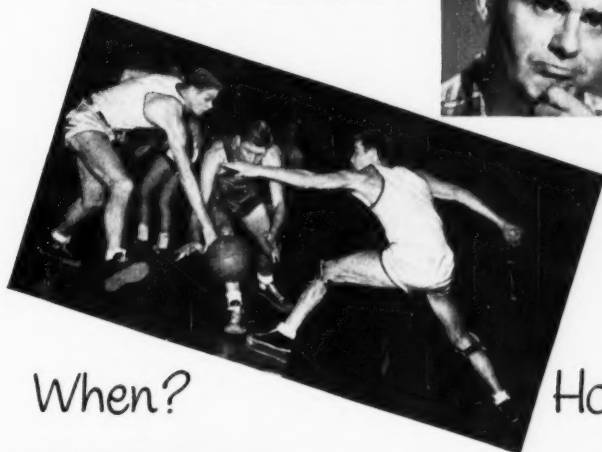
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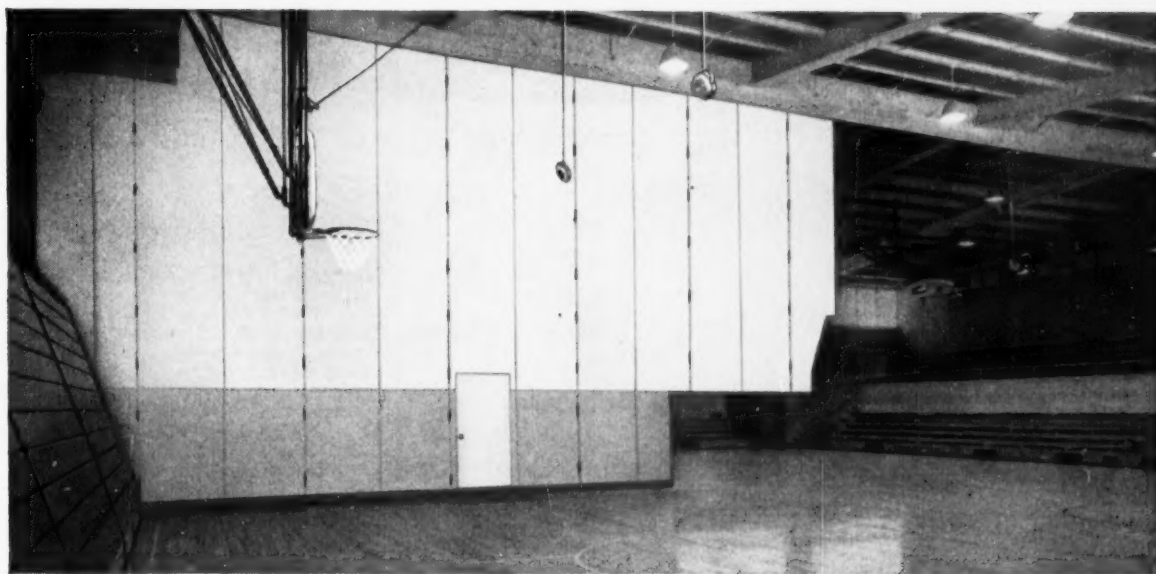
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Manufacturers' Catalogs

SE-710 Trucks and Casters

Bulletin 53-HR. This folder displays the various types of dish tray trucks, Shelf Trucks, Maintenance and Service Trucks, trucks for chairs, beds and mattresses. Also shown are miscellaneous casters, wheels and bumpers. Made of all Stainless Steel—practically immune to rust and corrosion—they are long wearing and easy to clean. All are equipped with the Nutting Free Wheeling Rubber Tired Wheels—kind to floors, noiseless, resilient. Whether used for set-up trays or for stationing of empty trays and other food service accessories, they save steps and reduce fatigue. NUTTING TRUCK AND CASTER COMPANY, 1459 West Division St., Faribault, Minn.

SE-711 Roof Maintenance

Solving Roof Problems. Those concerned with roof maintenance will find this 32-page brochure of interest. It is illustrated by photographs, drawings and diagrams, and thoroughly explores such subjects as the various types of roofs, how they are built, what factors enter into their deterioration, and how roof troubles can be diagnosed and treated. Copies of "Solving Roof Problems" may be obtained by writing THE TREMCO MANUFACTURING CO., 8701 Kinsman Road, Cleveland, Ohio.

SE-712 Airpainting Equipment

Artists Airpainting Equipment by Paasche. This colorful 24-page catalog illustrates and describes the latest, improved and most complete line of Artist Airpainting Equipment obtainable for the beginner. It includes airbrushes of various types, equip-

ment and accessories, abrasive gun and air-erasers, air hose-couplings-valves, air-regulators, airconditioner units, colors, aircompressors, airpainting units and easel and drawing boards. A selection of Airbrush Books is also available. PAASCHE AIRBRUSH CO., 1909 Diversey Parkway, Chicago 14, Ill.

SE-713 Public Address Loudspeaker System

The New Compound Diffraction Projector. A new bulletin #197 has been released by Electro-Voice giving full details of the CDP Compound Diffraction Projector, a new Loudspeaker System designed to provide improved voice penetration and full range musicasting. It explains the performance and operating features of this compact, rugged new-type coaxial sound projector, illustrates and describes the audio diffraction principle, compares polar pattern and response curve with existing reentrant type horns, gives coverage and efficiency information and mounting instructions. A copy is available from ELECTRO-VOICE, INC., 404 Carroll St., Buchanan, Mich.

SE-714 Sports Equipment

Laughing Loon. A new, colorful, illustrated catalog of water sports equipment is offered free by Hussey Mfg. Co. It contains photographs, sketches of various shapes and complete details on the new Hussey demountable, adjustable steel landing pier, which is quick and easy to put in, take out and store. Also, there are photographs and details on swimming and landing floats, diving boards and water sports accessories. HUSSEY MFG. CO., INC., No. Berwick 53, Maine.

SE-715 Hot Food, Soup, Liquid Carriers

Centralized Food Preparation. This four-page circular addressed primarily to School Lunch Directors contains practical suggestions on expediting and saving money in school feeding operations. It features the various types of AerVoid Portable Carriers for Food, Soup, Milk and Liquids. Copies of this folder are available from the VACUUM CAN COMPANY, 19 South Hoyne Ave., Chicago 12, Ill.

SE-716 Floor Resurfacing

Mastic Cold-Applied Asphalt Flooring. Publication of a new two-color brochure describing low-cost Mastic floor resurfacing is announced by United Laboratories. This new literature explains in detail all necessary proportions for mixing along with ingredients specified for certain jobs. This new Mastic is used both as a new surfacing over old concrete or wood floors as well as an underlayment for leveling floors prior to the application of tile, linoleum, etc. The material is claimed to withstand heavy loads inside or out. This brochure is available free of charge by writing UNITED LABORATORIES, INC., 16801 Euclid Ave., Cleveland 12, Ohio.

SE-717 Restoring Desk Tops

Instructions for Fabricating Texolite Desk Tops. This booklet furnishes complete instructions for schools interested in making industrial arts projects out of the resurfacing of old wooden desk tops with durable, maintenance-free plastic. RODDIS PLYWOOD CORP., Marshfield, Wis.

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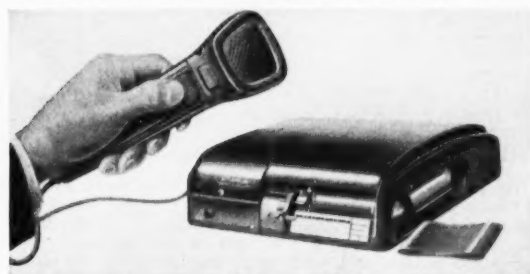


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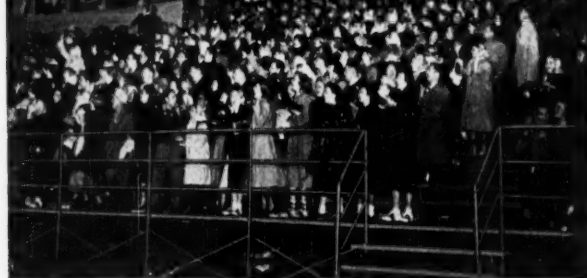
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SE-414

SE-415

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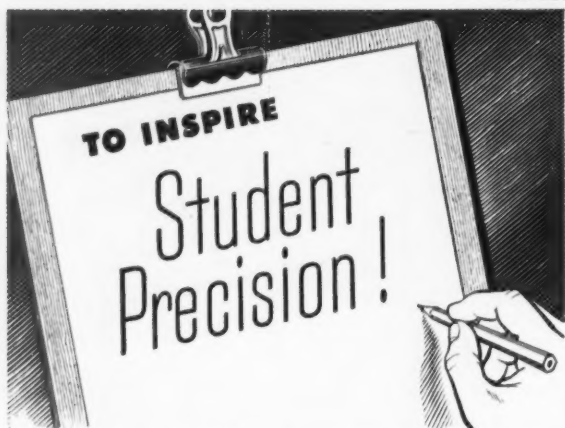


1980 TABLE



NO. 90

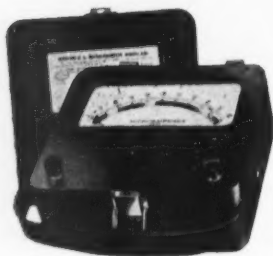
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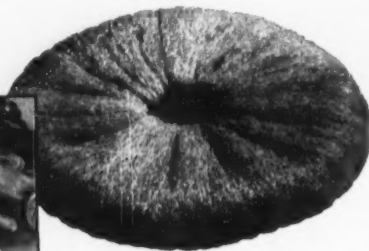


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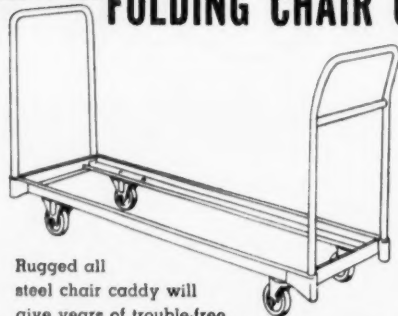
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1. Rubber tired swivel-casters provide easy, effortless movement into any direction.
2. Safety shoes with renewable treads hold ladder safely stationary while ladder is in use.
3. Constructed of tested airplane spruce throughout, reinforced

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THE SCHOOL EXECUTIVE

ATF

Good School News

GRAPHIC ARTS—THE EDUCATIONAL FIELD WITH A FUTURE

American Type Founders, Educational Services Department, 200 Elmora Avenue, Elizabeth, New Jersey

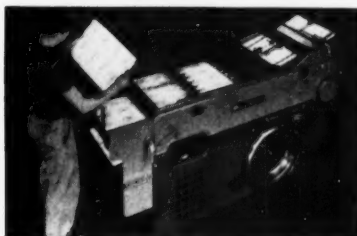
WHITEHALL ...the Stately Type

In this new face just released, ATF has combined the best characteristics of several popular roman faces and omitted their less desirable features. Whitehall is a sound roman letter which embodies certain of the qualities of English oldstyle and transitional letter forms. Very effective, clear and legible as text, while display sizes are compatible with many oldstyle and traditional faces. This is a specimen of 8 and 14 point. Available 8 to 48 point.

New ATF Little Giant Installations in Schools Continue to Meet Steadily Increasing Demand

The industrial arts teacher training program of San Jose State College, San Jose, Calif., one of the best and most up-to-date in the state, now offers the many advantages that a Little Giant makes possible.

In working with this horizontal-type automatic cylinder press, students benefit particularly from its easy operation and close similarity in construction to many larger presses. One important feature is the simplicity with which corrections can be made in the form while on the press. Centralized controls facilitate teaching and operation.



The safest press available today, the ATF Little Giant gives positive protection against mishaps with such mechanisms as the Micro-Safety switch, which prevents operation when the press' side panels are removed. These panels completely guard all parts when the machine is operating.

The number of ATF Little Giant installations in schools is rapidly growing; currently it totals 130.



Junior High School in Brooklyn Provides Well-Rounded Training in Graphic Arts

*Program at Arthur Somers Junior High School
stimulates academic interest and teaches basic skills*

With the great concentration of graphic arts industries in New York City, it is not surprising that the city's schools have 53 well-equipped school printing shops.

The one at Arthur Somers Junior High School, Brooklyn, is typical. Here instructor John M. Fontana conducts five classes daily for 25 to 30 students each.

Shop equipment follows ATF recommendations, including five double-tier school type cabinets, a Challenge proof press, a power-driven platen press, two hand-lever presses, an imposing table, paper cutter, bookbinding and silkscreen units.

The course of instruction is both educational and cultural, stressing historical knowledge of graphic arts subjects as well as practical skills.

During the year, students learn the California job case, print tickets and other small jobs by letterpress, and cut linoleum blocks for book plates. Reading assignments and talks give them the origin, development and present-day aspects of printing. Students make frequent conducted tours of graphic arts plants in the metropolitan area, supplementing school training with first-hand observation of modern production methods and equipment.

After graduation from Arthur Somers Junior High School, many students continue their training in senior high school printing courses and later at the New York School of Printing.



Another view of the well-lighted print shop, where students at Arthur Somers Junior High learn the rudiments of professional printing practices.

Educational Services Department is ATF's "Answer Corner" for School Problems

ATF maintains a specialized service for vocational and industrial arts schools. Suggested layouts for typical shops and printing departments are available to you through our Educational Services Department. We may be able to help you outline training courses, or find competent instructors. ATF also serves as a complete source of supply for equipment. Write for your copy of ATF's booklet, "Career Opportunities in the Printing Industry."

SE-434

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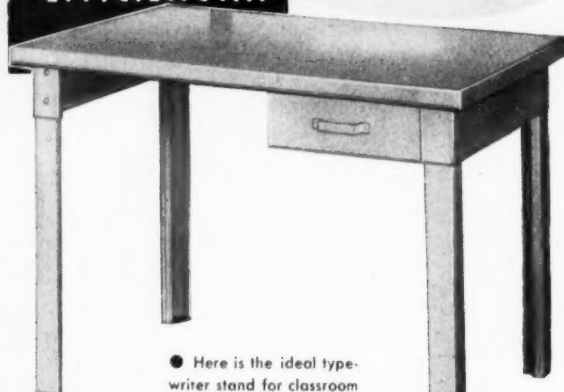
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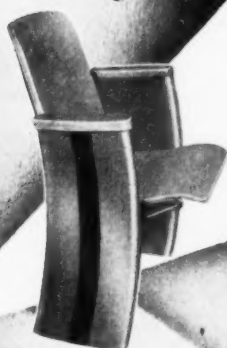
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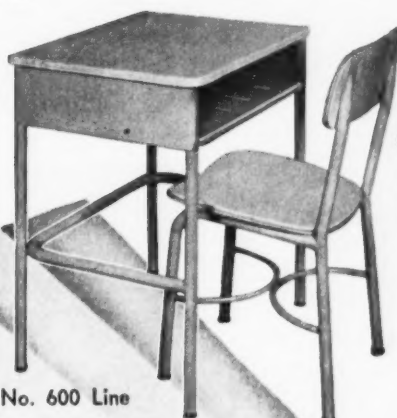
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NATIONAL LOCK COMPANY
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SE-436



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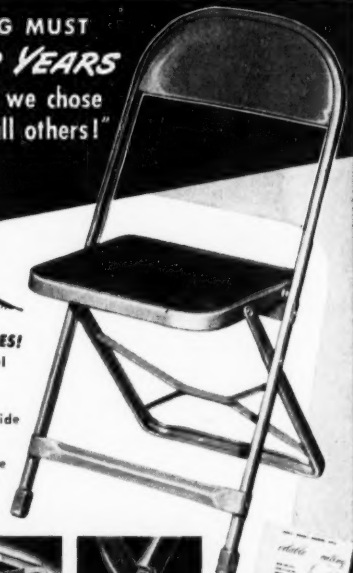
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FOR INFORMATION on RCA Sound Systems contact
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SOUND PRODUCTS
RADIO CORPORATION
of AMERICA

ENGINEERING PRODUCTS DEPARTMENT, CAMDEN, N. J.

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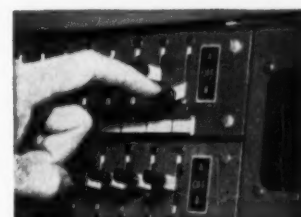
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☐ RCA Consolelette for as many as 60 rooms. ☐ RCA Public Address Systems for gymnasiums, auditoriums, playing fields.

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For Sale by Stationers and
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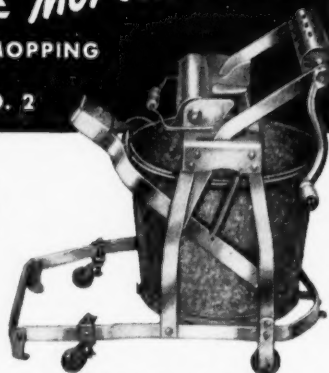
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turning wringer made: there are bearings at ends of rollers.

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to bring rolls together: foot lever is perfectly balanced.



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The **LAWLOR No. 2** accommodates any standard round, galvanized pail up to 16-quart capacity. Net weight of wringer—23 pounds.

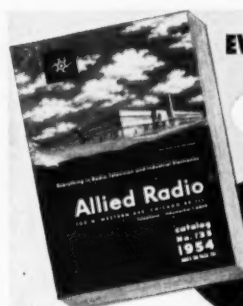
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**"FOR COLOR,
FOR LONGER LIFE,
FOR DOWNRIGHT
THRIFT....**



...This is IT!"
LOXIT-TYLAC

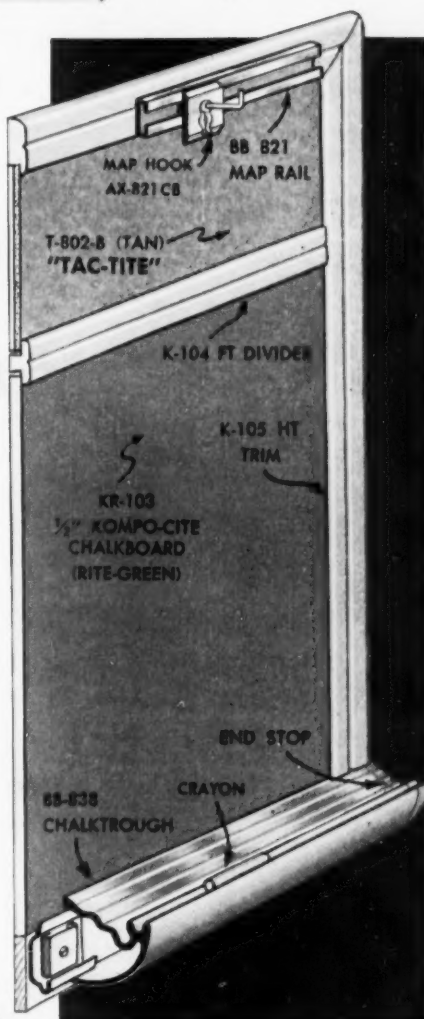
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more efficient vacuum cleaning for schools

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When we speak of bare floors, of course, we mean all uncovered flooring from cement to highly polished waxed floors or linoleum. The answer to the different surface textures lies in the different tools that are designed for each. Because of these tools, your Spencer portable will get more dirt in less time and with less effort from your bare floors than any other method you can use.

Bare floor vacuum cleaning does a much more thorough job than any other method such as dry mopping, sweeping, damp mopping, etc. Vacuum mopping sweeps the floor instead of pushing it from one place to another. It also gets dirt from corners and baseboards, which is not easily done with sweeping or dry mopping.

Vacuum cleaning bare floors every night keeps the floor clean and makes the operator's job easier.

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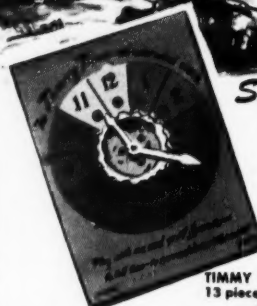
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SE-442



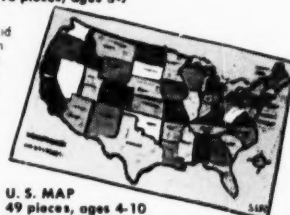
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TIMMY TIME
13 pieces, ages 3-7

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U. S. MAP
49 pieces, ages 4-10

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Sifo Company

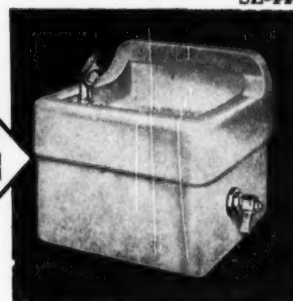
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SE-443

HAWS

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THE SCHOOL EXECUTIVE

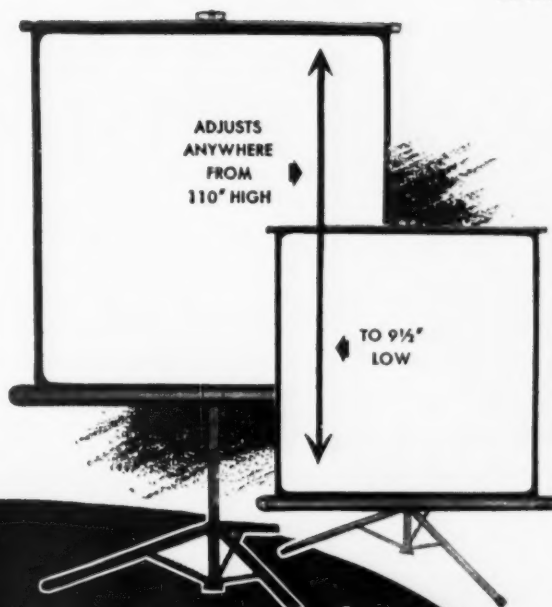
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For classroom or auditorium... with or without platform or stage the Radiant Educator can be quickly set up for perfect visibility. A touch of the toe and the extra sturdy tripod legs fly open. The 70" model adjusts from only 9½" from the floor to a height of 110"... and is easily adjustable to square sizes for slides, rectangular sizes for movies. Fully guaranteed for 10 years.

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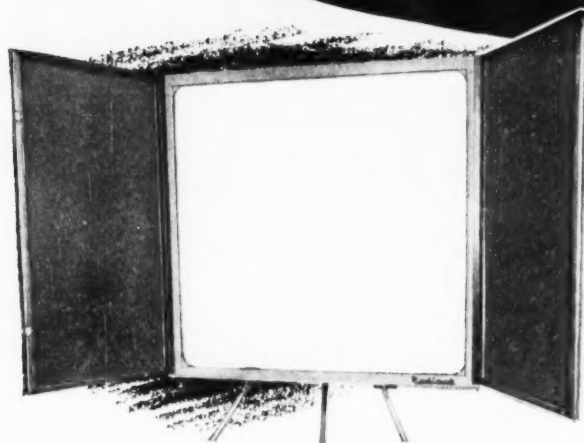


The "Educator" features Radiant's new, improved "Perma-White" Processed Vyna-Flect glass beaded fabric to guarantee the most perfect picture projection possible. And this Vyna-Flect is mildew-proof, flame-proof and washable.



The Student's Eye View is always good

WITH THESE TWO GREAT RADIANT SCHOOL SCREENS



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Projecting in lighted rooms is no longer a problem. The advanced design of the Radiant "Classroom" Screen has proven its ability to show bright, clear pictures in daytime or under artificial lighting. Doubles the efficiency of visual aid programs... eliminates the need for costly room-darkening equipment in most classrooms. The screen surface is unbreakable.

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RADIANT Projection Screens

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SE-445



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No Knee Interference
Will Not Tip



12 Tables on Monroe
Truck Only 29" High



Replace your old, heavy, obsolete dining tables with new, modern Monroe Folding Tables . . . tables which are easily folded and set up even by women.

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A METHOD FOR FILING AND CONTROLLING KEYS

Save the costly time of your staff hunting lost keys . . . costly lock repairs and replacements . . . at a

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mail today

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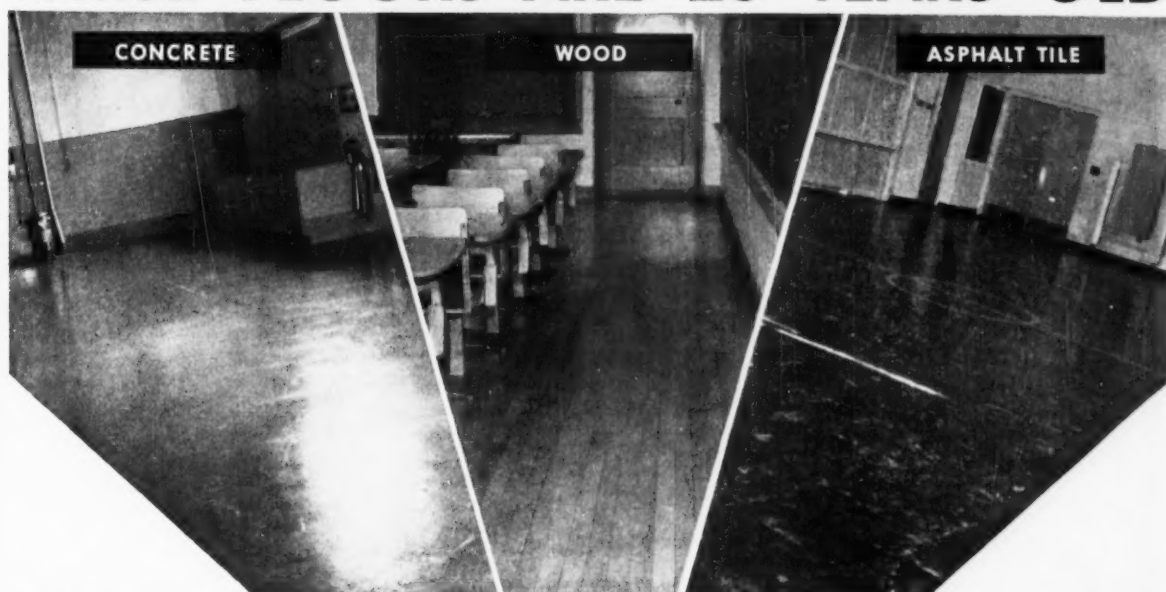
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The Multi-Clean Method is a planned and tested procedure for the most efficient and economical care of all types of floors.



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Multi-Clean equipment is a part of the Multi-Clean Method and is designed to give top quality results. Insist on genuine Multi-Clean attachments and parts.



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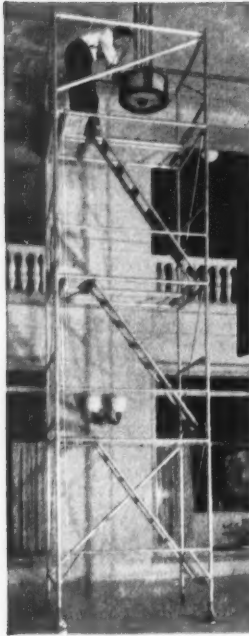
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City Zone State

THE MULTI-CLEAN METHOD: The Only Complete Floor Maintenance Program Available Thru Authorized Distributors Everywhere



**No Acrobatics!
No Flip-Flops!**

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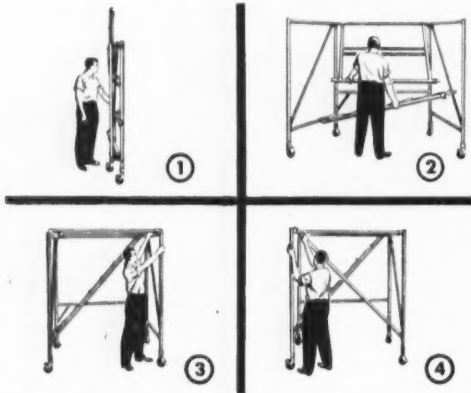
FOLD-A-WAY
TRADE MARK

SCAFFOLD

ALUMINUM

*Underwriters'
Laboratories
approved*

HERE'S WHY: For erection, the end frames of this new aluminum scaffold swing open sideways, as shown below. Maximum swing of any component is 90 degrees, so the erector is always *within* the base area. One man erects the base section in less than a minute.



The FOLD-A-WAY Aluminum Scaffold stands freely and will not "fold under" during erection. Superior construction features include coped and full-welded joints, LOKT-RING adjustable legs with casters that lock at both wheel and swivel. Write for illustrated Bulletin ASF-1

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are extremely mobile. 24" width permits use in restricted areas. 6', 8' and 10' spans; ladders 4' 3", 5' 8" and 6' 1" high, slip together easily for desired height. Underwriters' Laboratories approved.

Write for Bulletin AS-2



For Greater Safety...Efficiency...Economy
THE PATENT SCAFFOLDING CO. INC.

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Invest in Flo-Pac Fountain Brushes for long service at low cost. They embody the highest quality of materials and workmanship. Brush plates may be replaced when needed. Flo-Pac is your buy for economy—order from your jobber today!

BUSWASH ... round type, available with genuine bristle, horsehair, or mixed nylon. 5' hollow cast aluminum head, 5' seamless steel tubing handle with brass hose connection, heavy rubber gasket-bumper. Weight complete, only 2 1/2 lbs.



FLEETWASH ... oblong type, choice of selected gray bristle bakelite set in refillable aluminum plate, or blended nylon in replaceable pressed fibre plate, both in 2 1/2" x 10" cast aluminum head. Rubber bumper ... 5' handle.



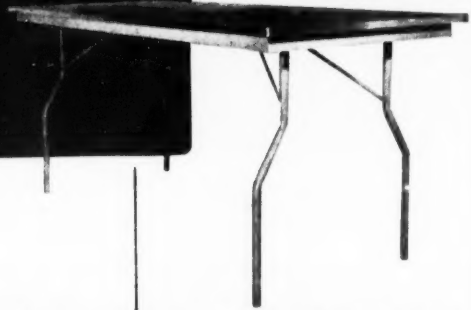
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No. 192

Flour City Brush Co. • Pacific Coast Brush Co.
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IDEAL**
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**sturdy
easy to store
easy to clean**



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More and more teachers are becoming aware of the growing need for 10-key touch operation of figuring machines. Now a new, ten period, adding machine course, made available by Remington Rand, helps toward easier and more effective teaching of this preferred method.

Never before has such a complete course been prepared and offered to teachers of 10-key adding machine

operation. Look at all it includes: student's manual, student's handbook, instructors guide, exercise sets of checks, check stubs and invoices, a wall chart for the classroom, and distinctive certificates of proficiency for students you qualify. What's more Remington Rand is ready to assist by counsel in every way towards the establishment of your 10-key touch teaching program.

Remington Rand



SEND FOR THIS DESCRIPTIVE FOLDER

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in 5 Feet!**



Keep wraps aired and in press—save space...lengths to fit in anywhere. Individual coat rack units for self-service or complete Check-room layouts with the "One Check" numbering system. Six, 12, and 24 place costumers. Combination rack and locker units or complete locker rooms.

Checker equipment is widely used in schools, public buildings and institutions. Standard with leading architects.

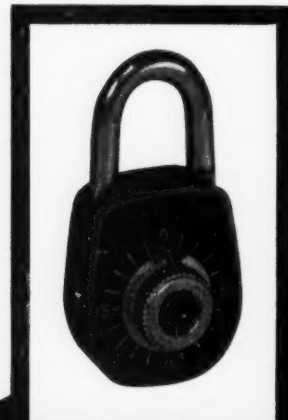
Stationary—Portable. Write for Bulletin No. CK-51.



VOGEL-PETERSON CO.
1121 West 37th St. • Chicago 9, Ill.

**it's the
CLICK that counts**

Count the "clicks" — presto, it's open! You don't have to see the dial to work the combination. For quickest and easiest operation — as well as economy, security, and durability in schools — it's the Gougler Keyless Lock.



**Locks
serially
numbered**

**FREE
Service
Records**

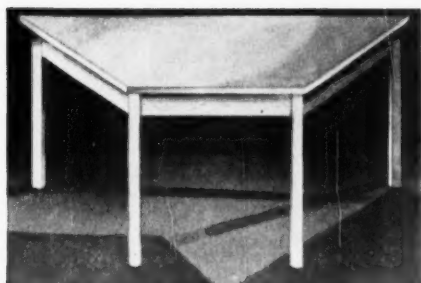
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Workmanship
Guaranteed**

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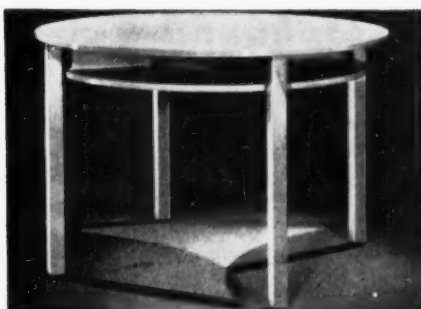
Available with or without Master Key

C. L. GOUGLER KEYLESS LOCK CO.

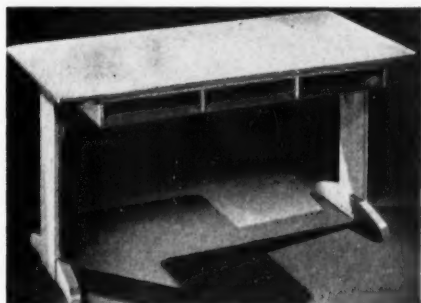
705-769 Lake St., Dept. 3, Kent, Ohio



Trapezoidal Multi-Mode Table, No. 2330



Round Table, No. 2320



Study Table, No. 2310



Utility Table, No. 2300

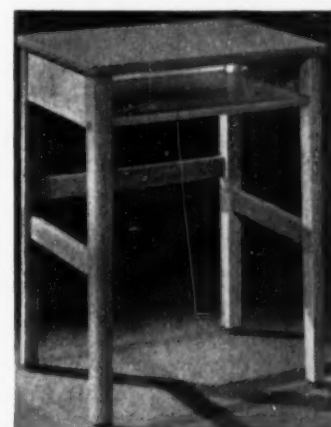
For maximum flexibility . . . National Modular School Furniture fulfills every classroom requirement

**With the exclusive
NATCOLITE
Laminated
School Top**

Here is a complete line of multi-functional school equipment, designed to meet the specifications of modern teaching techniques. This furniture is completely versatile—easily arranged and rearranged to allow for an infinite variety of uses. Every desk and table in the National line has the Natcolite school top, surfaced with Nevamar plastic laminates in wood-grain patterns, specially developed and tested for uniform, low light reflectance and banded with matching Wynene plastic edging. The Natcolite top withstands years of punishment and eliminates maintenance problems, because it never needs refinishing or resurfacing. National School Furniture is highly efficient and modest in cost—adaptable to any school budget.



National School Chair,
No. 2610 Deluxe
No. 2710 Standard



National School Desk,
No. 2020 Deluxe
No. 2120 Standard

NATIONAL SCHOOL FURNITURE COMPANY

Div. of National Store Fixture Co., Inc.

ODENTON, MARYLAND

September, 1953

187



DIRTY FLOORS

BECOMES
THE



JANITOR'S DREAM

when you give him the...

WHITE TOOLS
TO
WORK WITH!



WHITEY
MOPZUM
SAYS:
It's RIGHT
... if it's

Built for the BIG jobs! The White Mopping Tank saves labor and materials wherever large floor areas must be cleaned. One man can operate, if necessary. See White Mopping Tanks — and other built-for-the-job White equipment — at your dealer's.

Write for CATALOG No. 153
WHITE MOP WRINGER CO.
7 Mohawk St., Fultonville, N. Y.
Canadian Factory, Paris, Ontario, Canada

WHITE

A COMPLETE LINE OF FLOOR CLEANING EQUIPMENT



PLAYGROUND EQUIPMENT

Complete line of playground, home, playschool Play Devices.

ASK FOR

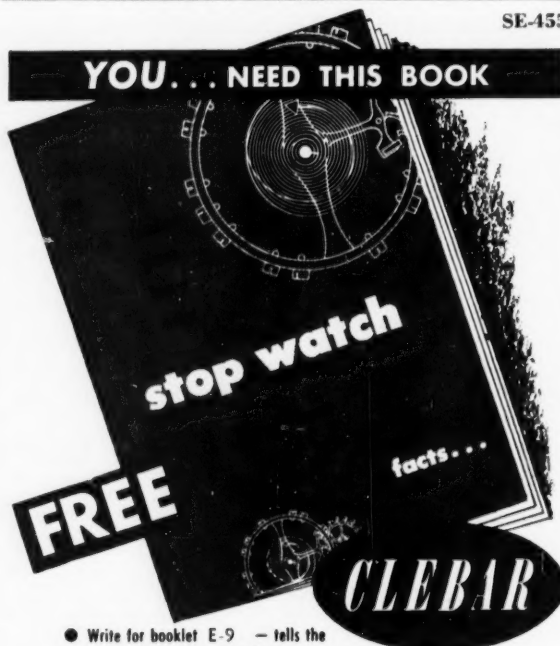
special literature: catalog, price list, complete specifications and drawings, booklet

"PLANNING YOUR PLAYGROUND"

**THE J. E. BURKE
PLAYGROUND EQUIPMENT CO.**

Factories at
Fond du Lac, Wis.
Box 986, New Brunswick, N. J.

YOU... NEED THIS BOOK



- Write for booklet E-9 — tells the "inside story" of stopwatches. Illustrates patented spare parts compartment. Shows what to look for in a timer. Complete, thorough, interesting. Must reading for users of stopwatches.
- Brand new Clebar catalog . . . illustrates and describes more than a score of stopwatches and chronographs for every timing purpose. Write for your copy today!

CLEBAR WATCH AGENCY - 521 Fifth Ave., N. Y. 17

"We saved over 1600 man hours using 'UP-RIGHT' SCAFFOLD-ON-WHEELS"

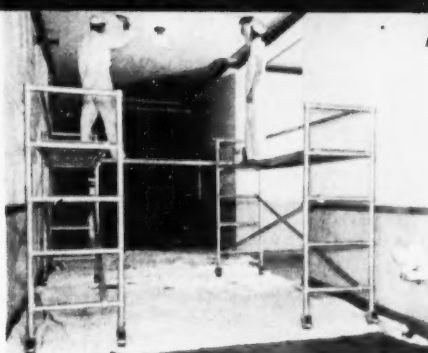


"Our summer program of overhead building and classroom maintenance that formerly took 13 weeks is now completed in only 8 weeks thanks to Up-Right's mobility and rapid assembly!"

Stairways are taken in stride . . . legs instantly adjustable for perfect leveling of platform.



UP-RIGHT SPAN SCAFFOLDS



Write for descriptive circular!



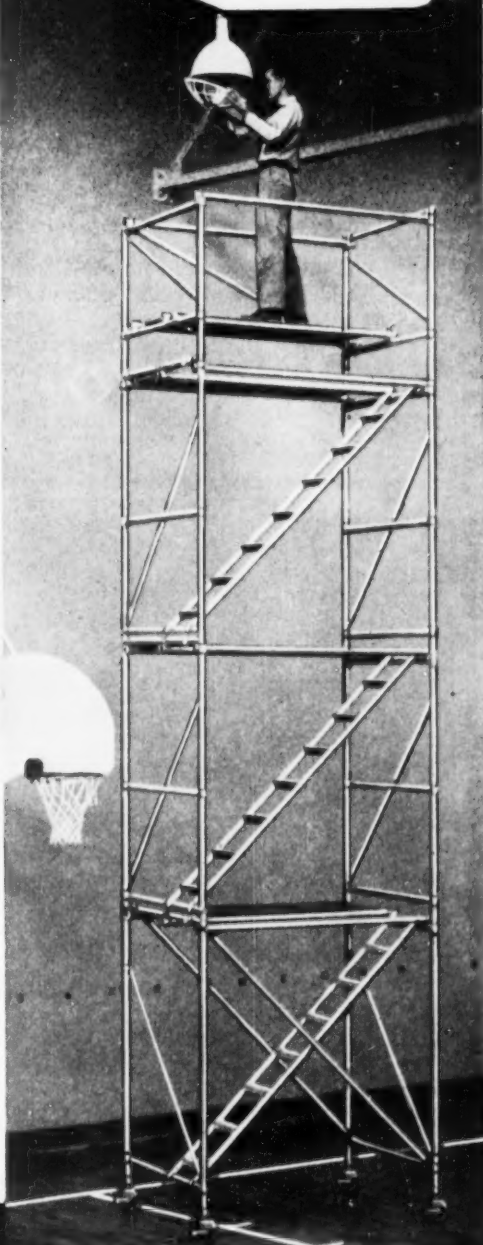
"Two 10 ft. span scaffolds pay for themselves on any school paint job of 6 rooms or more," says Leonard T. Anderson, painting contractor, Turlock, California.

"UP-RIGHT" SCAFFOLDS

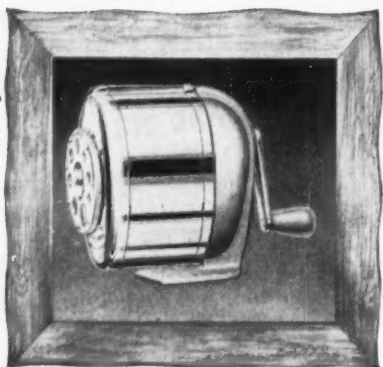
DEPT. 154 • 1013 PARDEE STREET • BERKELEY, CALIFORNIA
 FACTORIES: Berkeley, Cal. and Teterboro, N. J. Offices in all Principal Cities

**NEW, FASTER, SAFER WAY
TO GET UP IN THE AIR
AND ROLL WITH THE JOB.**

In minutes, a mobile tower of any height desired is erected by setting individual sections one on top of the other. The one-piece folding sections are quickly assembled without tools, wing nuts or bolts.



UP-RIGHT TOWER SCAFFOLD
 Aluminum Alloy



Framed . . . FOR PERFORMANCE

The BOSTON KS Sharpener after producing 36,890 pencil points was still operative in test conducted by Tinius Olsen Co., Willow Grove, Pa. Again proof of the durability, speed and economy of this famous sharpener. Have our representative show you the complete details of this pencil sharpener test 31517.

BUY BOSTONS . . . SELL POSTONS
Backed by a Full Year's Guarantee!

C. HOWARD HUNT PEN CO.
CAMDEN 1, N. J.

Also Manufacturers of Speed-ball
Pens & Products — Hunt Pens

WRITE FOR CATALOG

BOSTON
PENCIL SHARPENERS

100

**DIFFERENT SIZES, STYLES
OF BULLETIN BOARDS AND
CHANGEABLE LETTER BOARDS**

BY DAV-SON

A Dav-Son board for every job. Changeable letter directory and announcement boards, black boards, menu boards, others. Sturdily constructed, every Dav-Son board is built to last, with quality built-in for years of service.

Dav-Son Changeable Letter Directories for Lobby, Office, Outdoor Use.

- Wide Variety of Styles and Sizes
- Glass Enclosed Front
- Hardwood or Metal Frames
- Highest Quality Felt
- Absolutely Warp-proof
- Also Available with 5" 5" Standards

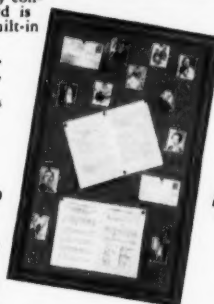
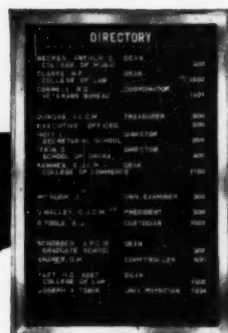
Dav-Son Genuine Self-Sealing Cork Bulletin Boards

- Indoor and Outdoor Styles
- Hardwood or Metal Frames
- With or Without Locking Glass Doors
- World's Largest Selection

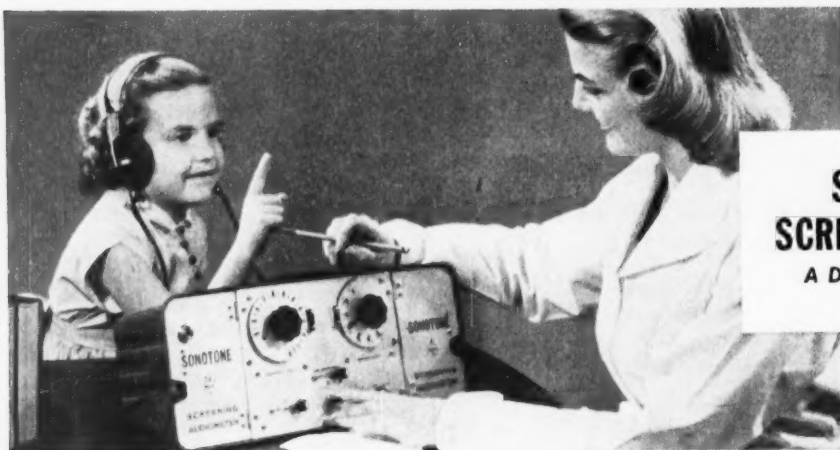
DEALER INQUIRIES INVITED
If Your Dealer Can't Supply,
Order Direct

J. F. HESTER

A. C. DAVENPORT & SON, INC.
311 N. DESPLAINES STREET, CHICAGO 6, ILLINOIS, DEPT. ABC
INSIST ON DAV-SON—YOUR BEST BUY!



Dav-Son Changeable Name Plate
Black card with white letters under beveled plexiglass shield. Triangular wood base in choice of Walnut, Oak, Mahogany, Blonde or Steel Grey finish. 10 1/2" x 12 1/2"



SONOTONE'S NEW SCREENING AUDIOMETER

A DUAL PURPOSE INSTRUMENT

Our new Model 71 is basically a rugged, portable, low-priced audiometer for screening tests in schools and industrial plants. However, it is designed to include the wider ranges needed for detailed evaluation of those individuals whose hearing falls below screening levels.

All controls are simple and dependable; matched dynamic receivers may be switched from the panel. Interrupt-pulse switch works on a feather-touch. Output intensity is continuously variable from -10 to +95 decibels. Frequencies are from 125 to 8,000 cycles.

The case is tough, resilient, light and scuff-proof; with all accessories completely contained, the total weight is only 12 1/2 pounds. The instrument plugs into any 110 volt AC line.

If you are interested in both speedy and accurate screening, as well as meticulous retesting, send for the details of this dual purpose audiometer.

Other SONOTONE Products:

- Sub-miniature vacuum tubes
- Cathode ray electron guns for television tubes
- Nickel cadmium storage batteries for the armed services
- "TITONE" phonograph pick up cartridges

SONOTONE CORPORATION

Dept. T-93, Elmsford, New York

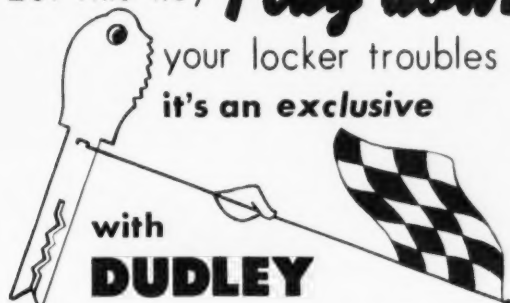
Send details of the 71 Audiometer.

Name _____

Street _____

City _____ State _____

Let this key **Flag down**
your locker troubles
it's an exclusive



with
DUDLEY

This amazing key can help end locker lock troubles in your school and enable you to enjoy locker security. This is possible because commercial locksmiths find the unique Dudley Master-Key practically impossible to duplicate.

Trouble-free Dudley Locks, with or without key control, substantially reduce locker maintenance cost. See the complete line in Dudley's illustrated catalog. It's yours free, together with details of the Dudley Self-Financing Plan.



P-570
Master-keyed combination with safe Dudley key.



S-540
Master-keyed dial locker lock with speedy reset key for changing combinations in a few seconds.



RD-2
Rotating dial combination with Master-Chart Control.

DUDLEY LOCK CORPORATION

DEPT. 919, CRYSTAL LAKE, ILLINOIS

YOUR MOST
VALUABLE
ASSET TO TEACHING



**HYGIEIA
THRIFTI-PAK**

One gross, packed in strong cardboard box containing four smaller boxes of 36 sticks.

**Pure - White
HYGIEIA DUSTLESS**

AS A VISUAL AID, Hygieia Dustless is unsurpassed, actually increasing chalkboard efficiency up to 50%. It is made of pure levigated chalk, free from any grit, flint or greasy vinder that may mar the chalkboard and cause a muddy writing surface. Hygieia Dustless is the first choice of countless schools throughout the country, where legibility and fine writing quality are of prime importance.

TEAMED FOR GREATER EFFICIENCY with HYGIEIA CHALKBOARD CLEANER the cleaner that cleans chalkboards completely, without washing. Regular or custodian size. At your favorite source of supply or send for complete school catalog. Dept. SN-31.



the **AMERICAN CRAYON COMPANY** Sandusky, Ohio
NEW YORK SAN FRANCISCO BALTIMORE



**UNEQUALED in APPEARANCE,
DURABILITY
and
STRENGTH**

Mitchell
FOLD-O-LEG
Tables

Convert any room
into a Banquet or
Group Activity Room...
Set up or clear in minutes
QUICKLY FOLD or UNFOLD
for Changing Room Uses



TOPS OF MASONITE
PRESWOOD, FIR & BIRCH
PLYWOOD, LINOLEUM,
RESILYTE PLASTICS

**TUBULAR
STEEL LEGS**



**MAXIMUM
SEATING
MINIMUM
STORAGE**



THE STRONGEST, HANDIEST FOLDING TABLE MADE!

Mitchell
**PORTABLE
FOLDING STANDS**

**EASY TO SET-UP
ON or OFF STAGE**



**RIGID, SAFE
for BAND
ORCHESTRA
CHORAL &
DRAMATIC
GROUPS**



**IMPROVE APPEARANCE
AND PERFORMANCE**

**LEGS FOLD UNDER FOR
MINIMUM STORAGE
STACK IN SMALL SPACE
SAVE TIME & LABOR**

Better Acoustics and Discipline, Easier control of group by Director. Available in 1, 2, 3 or 4 elevations. Easy to handle units with strong 4' x 8' Fir plywood tops and rigid tubular steel legs. Band stand shown stores in a space only 4' x 8' x 6' high.

Write for Descriptive Folders

MITCHELL MFG. COMPANY

2726 S. 34th Street • MILWAUKEE 46, WIS.

MANUFACTURERS OF

MITCHELL FOLDING TABLES, BAND AND CHORAL STANDS

SE-459



VIRCO answers the need for
more flexible

school furniture

Modern teaching methods demand a new approach to school furniture design. The VIRCO approach stresses *flexibility*. Each piece is easily movable for regrouping from class to class. It adapts itself as well to special group projects as to formal lectures. Designed in a range of sizes to fit the individual student—Virco School Furniture adds comfort, efficiency and eye appeal to the classroom.



#724 OPEN FRONT
DESK

- Frame of heavy-gauge tubular steel provides maximum strength and rigidity.
- Roomy 18"x24" top of eastern maple, with pencil groove, finished with stain-resistant lacquer. Also available with plastic sheet top.
- Comes in range of heights from 21" to 30".



2-Pupil
Table



Side Chair



Tablet
Arm Chair



LIFT LID DESK

A complete catalog will gladly be sent on request. Please send us your specifications and bid forms. Choice of eastern maple or high density laminated plastic sheet on all desk surfaces.



MFG. CORPORATION
15134 South Vermont Ave.

Mailing Address: P.O. Box 846, Sta. H, Los Angeles 44, Calif.
Eastern Sales Office: Virco Mfg. Corporation, Aldenville, Pa.

SE-460

**NO OTHER ORGAN
OFFERS
YOUR SCHOOL
SO MUCH**



**Three Models
Available**

Shown here
MODEL 2C2
TWO MANUAL
FULL A.G.O.
32-NOTE
PEDAL BOARD

CHOOSE

Connsonata

AMERICA'S FINEST ELECTRONIC ORGAN

You'll find through actual comparison and demonstration that no other organ, electric or electronic, offers so much for the money . . . no other organ is so suitable for school or auditorium.

CONNSONATA is a development of the Sound and Electronic Research Laboratories of C. G. CONN Ltd., world's largest manufacturer of band and orchestra instruments, specialists in musical tone for over 75 years. CONN SONATA, Division of C. G. CONN LTD., ELKHART, INDIANA, Dept. 932



**WRITE FOR NEW
Free Booklet
"HOW TO
CHOOSE
AN ORGAN"**

SE-461

ALL STEEL COMBINATION STORAGE UNITS

YOU CAN BE SURE that your stored films will be safe from dust, heat or dryness with NEUMADE COMBINATION STORAGE UNITS!



Model MM-119—A practical storage cabinet for the varied film library. Holds 400, 800, 1200, 1600 ft. reels; 100 filmstrip cans plus utility drawer in base. Over all size: 30" wide, 70" high, 16" deep. Over 50 models to choose from. Write for free catalog.

**PROTECTS
YOUR
FILM!**



Neumade

PRODUCTS CORPORATION

330 West 42nd Street
New York 18, New York

THE SCHOOL EXECUTIVE

Dependable "RITE-HITE" Automatic Adjustable Stools TEN INCHES OF INSTANT HEIGHT



No. 220 with 13" metal seat
Adjustable 20" to 30"
Large footrest ring

No. 218—shown with plywood
scroll seat and Style H
plywood backrest

No. 218 with 13" metal seat
Adjustable from 18" to 28"
Small ring in low heights

Revolving with our NO-WOBBLE
LIFE-TIME Swivel

All metal-arc welded construction

Rubber-cushioned metal glides

Standard equipment has 13" metal
seats—14" hardwood seats, or ply-
wood scroll seats can be ordered
Special.

All stools are made to take Style
H backrests which are adjustable,
can be raised or lowered, brought
forward or backward to suit user.
Comfortable!

Slip-on cushions are available.

Write for complete folder on our
new Tru-posture chairs and other
fixed height stools.

**DEPENDABLE MANUFACTURING
COMPANY**
OMAHA, NEBRASKA

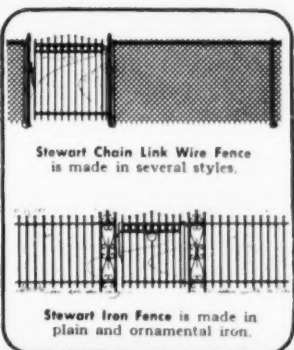
SE-463



PROTECTING School Children is our business

One way to reduce school ground
casualties is to surround play
areas with a Stewart Chain Link
Wire or Iron Picket Fence. For
complete details write for catalog.
Please mention whether you are
interested in wire or iron fence.
Stewart also produces many other
wire and iron products for
schools. Information on these
items sent on request.

THE STEWART IRON WORKS CO., INC.
2059 Stewart Block, Cincinnati 1, Ohio
Experts in Metal Fabrications
since 1886



Stewart Chain Link Wire Fence
is made in several styles.

Stewart Iron Fence is made in
plain and ornamental iron.



SE-464



FREE! First Aid Film "Help Wanted"

Including the new back-pressure, arm-
lift method of artificial respiration

This up-to-date film contains all
of the important information on
basic principles of First Aid and
also demonstrates new artificial
respiration method approved by
the American Red Cross.

The only cost for this 34-min-
ute 16-mm. sound film is return
postage.

Johnson & Johnson

Education Department
Johnson & Johnson, New Brunswick, N. J.

Please send me information on the film "Help Wanted."

Name _____

Address _____

City _____

State _____

**No "Maybe" Gravy for Me!
I use KITCHEN BOUQUET
for RICH BROWN
DELICIOUS GRAVY!**



FREE! "QUANTITY RECIPE" CARDS
and 4-Oz. Bottle Of
KITCHEN BOUQUET

Just drop a post card to: Kitchen Bouquet,
Grocery Store Products Co., Dept. SE-9,
West Chester, Pa.

Available in pts., qts. and gals. For 2-oz.
and 4-oz. sizes, see your grocer.

SE-465

EVEN simple meals make a hit when gravy is rich brown and delicious—Kitchen Bouquet gravy. This unique blend of 14 garden-fresh vegetables, herbs and spices adds no artificial flavor. Used by good cooks and chefs for 75 years to bring out *true* meat taste and give gravy an appetizing, deep brown color.

Here's another tip: you'll save meat-shrinkage—get extra servings—by slow-roasting at 300°F. For rich brown crust, brush the meat, before roasting, with Kitchen Bouquet.

Always use Kitchen Bouquet to get the most flavorful meat and gravy at only a fraction of a penny per serving.

SERVE BOTH THESE FAVORITE FOODS



Bin B The Mushrooms already
Broiled in Butter

Packed 3 ways for every mushroom use;
Whole Crowns (in 6 and 3-oz. cans),
Sliced, and Chopped (in 3-oz. cans).
Broiled in pure creamery butter before
they're packed.

**CREAM OF
RICE**

NEW, ½ Minute

Cooking Time—10 Times Faster!
NEW, Easy-Pouring Spout!

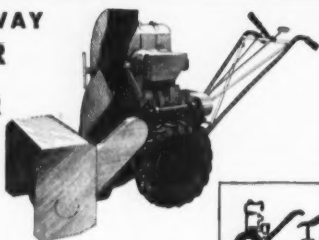
2 new features for this easy-to-digest,
quick-energy cereal that child special-
ists recommend.



SE-466

MAXIM SNOW THROWERS

**PAY THEIR WAY
WINTER
AND
SUMMER**



3-Gang 72" Mower



37" Rotary Mower



42" Rotary Brush

**WHY WAIT
FOR SNOW
TO FLY**

Now you can use a powerful 7.5 h.p. Maxim Snow Thrower all year long . . . in the winter for the most efficient snow removal you ever saw . . . in the summer for mowing, rolling, grading, hauling, or brushing. Conversion quick and easy.



900 Lb. Lawn Roller



42" Grader or
Snow Blade



½ Ton Dump Trailer

WRITE FOR DETAILS

THE MAXIM SILENCER COMPANY

Dept. TW, 86 Homestead Ave., Hartford 1, Connecticut

Name _____

Address _____

ZMT53

SE-467

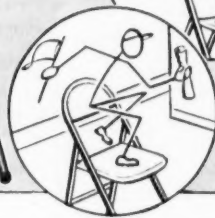
**Ionia "SAFE-TEE"
FOLDING CHAIRS**



AT HOME



AT SCHOOL



CAN'T TIP, COLLAPSE, UPSET or SLIDE

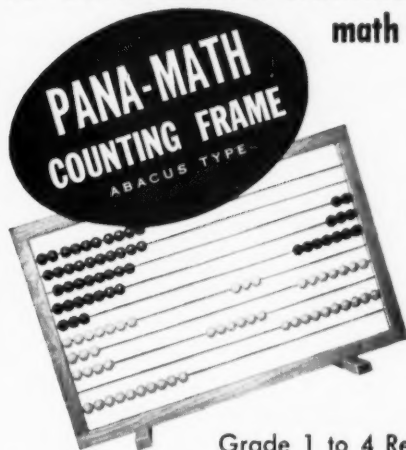
Rounded Seat Corners! Metal Rubber-Covered Leg Caps!

Here's a safety all steel, indestructible folding chair that adds lounge chair comfort to sturdy dependability. Welded tubular frame . . . special safety construction . . . baked enamel finish . . . choice of colors. Cushion rubber feet . . . noiseless action. A nationally recognized value!

IONIA MFG. CO. • IONIA, MICH.

SE-468

For effective visual elementary
math teaching



SIZE 20" x 32"

Grade 1 to 4 Requirement

Pana-math is a versatile classroom counting frame for incidental learning of the important concepts of arithmetic. The ancient abacus is now adapted as a modern teaching aid to visualize numbers, groups and relationships by actual arrangement of beads. Sturdily constructed of 13/16" hardwood the frame has 10 removable push-spring rods each with 10 colorful beads. Your teachers will appreciate Pana-math . . . highly commended by teachers, principals and boards (Pat. Pend. . . . Reg. App. for)

- Time Teaching Clocks • Folding Easels • Stoves
- Sinks • Refrigerators • Ironing Boards
- Educational Toys • Jig-saw Puzzles • Peg Boards
- Drawing Boards • Playhouse Screens • Beads

DEPARTMENT SE

DAINTEE TOYS, INC.
230 STEUBEN STREET, BROOKLYN 5, N. Y.

Send for "Manual
for Teaching with
Counting Frame"
by Dr. Irving Allen
Dodes.

SE-469

FOLDING CHAIR TRUCKS

**Speed Up
HANDLING
and
STORAGE**

Three styles of Nutting Chair Trucks make handling of folding chairs quick and easy, greatly reduce chair breakage and wear and tear. Because of variations in chair sizes, advise us of the height, width and thickness of your chairs when folded — also quantity to be stored, as the chairs can be stored right on the trucks.

FIG. 966 — Studio type, Chairs stacked in single vertical row.

FIG. 966 — Studio type, stages. Chairs laid flat.

FIG. 964 — Double decker — 4 rows of vertically stacked chairs.

Write for Bulletin No. 50-SH, and prices on type of truck you would need.

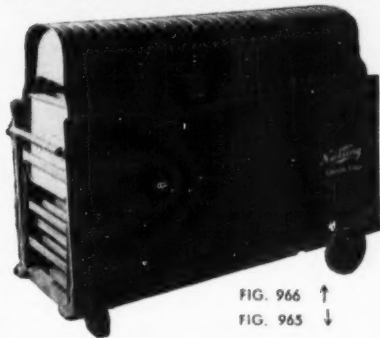


FIG. 966 ↑
FIG. 965 ↓

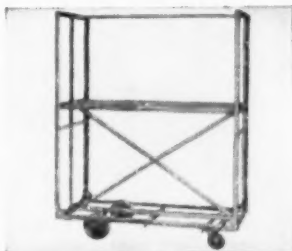


Fig. 964

SINCE 1891 **Nutting** TRUCK AND CASTER CO.
2604 WEST DIVISION ST., FARIBAULT, MINN.

SE-470

Simplify
SCHOOL ADMINISTRATION



Rauland Low Cost S24 Intercommunication System for the Smaller School

Designed for use where voice communication is the primary need, the RAULAND Model S24 System offers ideal low-cost two-way intercommunication for supervision of all school activities.

Capacity Up to 48 Rooms: The S24 System is available with facilities for intercommunicating with 12, 24 or up to 48 rooms. Incoming and outgoing volume controls are provided for adjusting volume to and from rooms.

Microphone Operation: Announcements, speeches and other voice transmission can be made by microphone to any or all room speakers, as desired. An ALL-CALL feature permits simultaneous speech through all room speakers by the operation of a single switch; an invaluable feature for Emergency supervision. Can also be used to amplify auditorium or gymnasium programs.

Radio and Phono Provision: To achieve added versatility and usefulness, the S24 System has provision for connecting external radio or phonograph, permitting the distribution of radio or recorded programs to room speakers. Speech origination from any room to the master unit is also possible. The S24 System is attractively housed in a compact metal cabinet for convenient use on table or desk.

The low-cost RAULAND S24 System offers unusual intercommunication facilities, superb tone quality, and complete trouble-free dependability. Write us today for full details on the S24 System, and for information on the complete line of RAULAND Centralized Sound Systems for schools.

RAULAND-BORG CORPORATION
3523-E ADDISON ST., CHICAGO 18, ILLINOIS

OVER 1500 SCHOOLS ARE EQUIPPED WITH

Rauland
SOUND AND INTERCOMMUNICATION

Thousands of Schools

use AMERICAN STANDARD man-sized wet-mops, sweep mops and applicators exclusively. Ordinary household types are too fragile in construction, too slow in use, too costly in labor.



for both **ROUGH** and smooth floors

For years the VICTORY Wet Mop has been our biggest seller. Thousands of maintenance men use VICTORY wet mops exclusively! Heavy-duty, quality yarn... Your best bet, if you want a mop of extraordinary durability, performance and economy

"BIG X" SWEEP MOP

This sweep mop is our leader. Snatches up dust on contact. It's nationally famous. A durable giant—available in widths up to 5 feet! Can be removed from the block for washing. Once you try BIG X, you'll use no other.



HOLZ-EM APPLICATOR

You'll enjoy the fast, thorough performance of this luxurious, high-speed applicator. Reduces cost of applying wax, seals, varnish, etc. More professional floor finishers use HOLZ-EM than any other applicator.



Order

AMERICAN STANDARD products from your regular supplier. He has them—or can get them for you. If not, write direct.

"TOPS IN MOPS"
AMERICAN STANDARD MFG. COMPANY

Incorporated 1908

CHARLES E. KREBS and WALTER O. KREBS
2507 S. GREEN STREET • CHICAGO 8, ILL.



SE-471

SE-472

NO MORE PIGEONS

Sparrows and Starlings

Yes, Bur-Co Bird Repellent will pay for itself many times in labor saving and elimination of building repairs. It does not harm the birds, they instinctively dislike a sticky substance. There is no chemical reaction on any building material. It will not harm humans internally or externally. Each application applied properly will eliminate birds for at least one year.

BURR CHEMICAL COMPANY

814 So. Main St., Rockford, Illinois

SE-473

Complete Line of Stage Hardware

Draw Curtain Tracks and Controls

The Clancy line is COMPLETE—our catalog contains almost twice as many items of stage hardware and rigging as any other catalog we've seen. And the quality and usefulness of every item reflects Clancy's 77 years of leadership in the stage field. Write for our FREE copy of Catalog 48.

Engineering Service

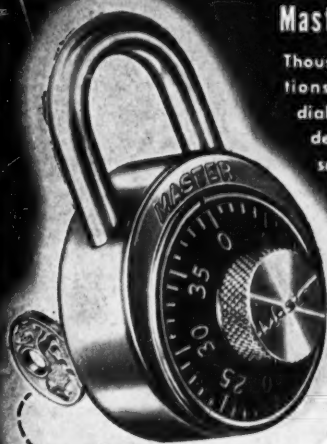
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It is your assurance of safety, fool-proof operation, complete flexibility, long life and low maintenance costs.



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Engineered like a bridge of triangular-steel tubing! The four reinforcing cross-braces are rugged steel bars, shouldered against the inside of the tube and securely riveted outside.

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Even portly people relax and say "Ah-h-h!" as they sit back in the extra-wide, extra-deep seats of special body-fitting design, their shoulders welcomed by deep-drawn back panels.

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These chairs fold quickly, quietly, compactly, and are silent in use as well. Long-life tread-rubber shoes won't come off in use, cannot injure finest floors; can't slip, slide or rattle.

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A student can quickly learn how to adjust the PAASCHE Type 'F' Airbrush from a line to a broad spray or a stipple effect. Color control is extremely easy for the student to master.

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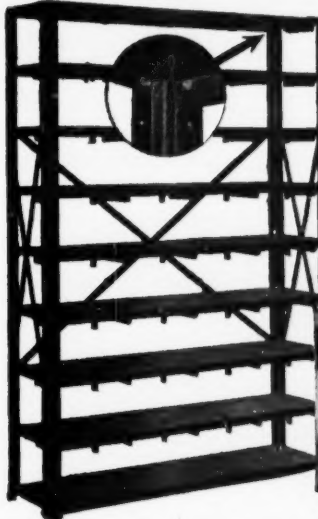
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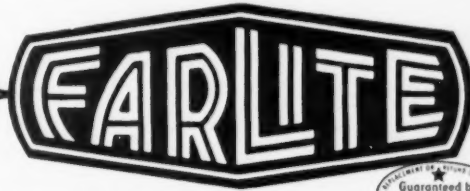
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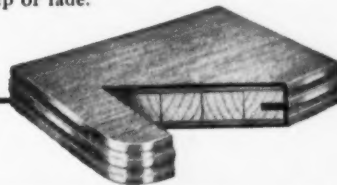


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SE-488

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TABLE AND BENCHES FOLD AUTOMATICALLY

Just press foot on lock, lean forward, bring hands together and your weight folds table. Then fold benches. Entire operation of table and benches is done from one end.



ROOMY

Benches allow for greater seating capacity. Lots of elbow room.



BENCH WITH BACK REST

When table is folded and one bench open, it can be placed against the wall for seating. Comfortable, slanting back rest.

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HOWE'S New Walk-A-Way Bench and Table Unit

This flexible and multipurpose bench and table combination is wonderful for classroom, cafeteria, gym, and many other uses.

RUGGED BATTLESHIP CONSTRUCTION

- Top is 7/8" thick with fir plywood core and 1/16" tan linen plastic on top and bottom. "T" aluminum molding edge around top.
- Benches are 1" thick, hard wood. Taupe finish.
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Dimensions: Table—30" x 72" x 27" high. Benches—9 1/2" x 72" x 16" high. Folded position—17 1/2" x 72" x 38 1/2" high.

If it folds—ask HOWE

MANUFACTURERS OF ALL KINDS OF FOLDING TABLES FOR SCHOOLS

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TWO TIER BLEACHER

With table and one bench open it can be placed against the wall and be used as a two tier "bleacher."



NO LIFTING OR LUGGING

Folds compactly and can be moved from place to place with ease. One person can walk away with two units.

SE-491

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SE-494

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This typical Pereco Kiln is a Model MC-7800-SP. It connects directly across-the-line for intermittent service in school shops. Safe and simple to operate, it provides clean electric heat up to 2200° to 2300° F., with accurate control of firing cycles. It is supplied with the most efficient, practical types of manual controls, including a 100-step power-input controller and magnetic contactor. Working chamber is 24" long, 18" wide, and 18" high. Many other models and sizes of Pereco Kilns also available. Write for complete details.

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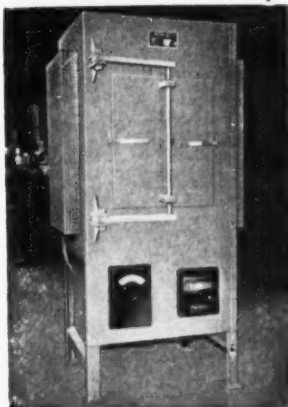
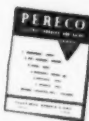
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SE-498

menu

**FASTER SERVICE
without breakage**

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SE-501

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Six marbled colors and plain black from which to choose. ARMOR-TREDS are 1/4" thick, 12 1/2" deep, in widths of 24", 31", 36", 48" and 62". The ARMOR-TILES, for landings and ramps, are 26" x 26" in similar colors and surface design. Smooth riser material of matching colors can be supplied.

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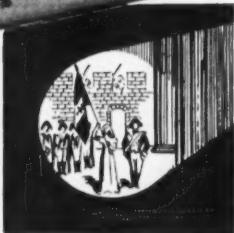
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NEWCOMB "K" SERIES
AMPLIFIERS
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The only amplifiers
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for auditorium needs



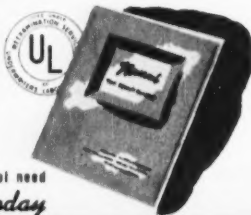
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Lightweight, compact unit permits full control up to 2000 feet.

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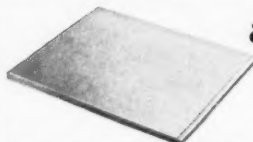
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Instantly Adjustable to Fit
Any Size Student.

Enables the student to practice proper posture. No tools required—just lift the seat from 15 to 20 inches—locks securely. Back rest adjusts 5 inches up or down—in and out.



Other Models
for Laboratory
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Engineered to resist vibration. Heavy steel tube frame electrically welded. VIBREX top. Plenty of leg room. 3 models, 26½-28 or 30 inches high.

Also 44 inch Instructors Table

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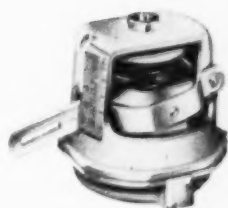
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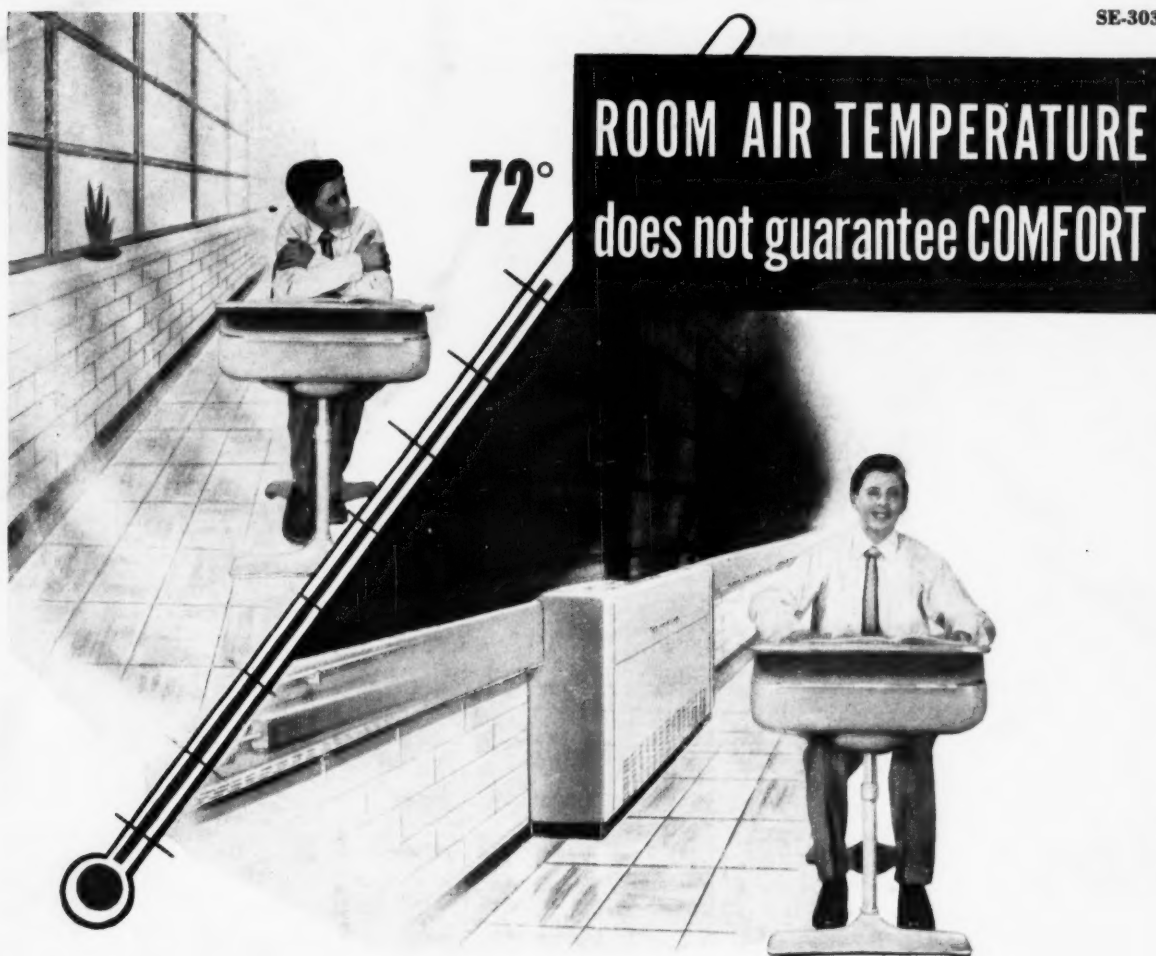
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